MONASH University

English Teacher use of Facebook for Professional Learning

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Bachelor of Arts
Bachelor of Education
Master of Education
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A thesis submitted for the degree of Doctor of Philosophy at
Monash University in 2021

Doctor of Philosophy

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Declaration

This thesis contains no material which has been accepted for the award of any other degree or diploma at any university or equivalent institution and that, to the best of my knowledge and belief, this thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

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Date: May 3, 2021

Publications during enrolment

Woodford, H., & Southcott, J. (2018). Sparking Ideas: English Teacher Use of Online Tools for Professional Learning. *English in Australia, 53*(1), 42-51.

Parr, G., Aharonian, N., & Woodford, H. (2020). Writing-based professional learning in communities: Praxis perspectives from Israel and Australia. *Pedagogy, Culture & Society*, 1-18. https://doi.org/10.1080/14681366.2020.1825115

Woodford, H. (2021). Growing understandings of literacy and diversity: A personal response. *Literacy Learning: The Middle Years, 29*(1), 13-15.

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List of Abbreviations

Abbreviation	Explanation
AITSL	Australian Institute of Teaching and School Leadership
DKTC	Dynamic Transfer Capacity Model
IB	International Baccalaureate
KTA	Knowledge-to-Action model
PLN	Personal Learning Network
VATE	Victorian Association for the Teaching of English
VCE	Victorian Certificate of Education
VIT	Victorian Institute of Teaching

Acknowledgements

It was a tremendous privilege to study my PhD at Monash University under the guidance of my eminently capable supervisors, Professor Jane Southcott and Doctor Maria Gindidis. It is with pleasure that I offer you both a huge thank you for giving so much time, energy and expertise to assist me. It is difficult to express how much I appreciate and value the unwavering, committed, knowledgeable support you gave me during my study. I thank you, Jane, for your intelligent, experienced, respectful guidance as my main supervisor. Your brilliant, timely comments, extraordinary generosity and exceptional skills as a researcher, academic and supervisor encouraged and supported me throughout my study. Thank you, Maria, for your critical eye, probing questions and insightful suggestions about content, coherence and design that extended and developed my thinking and thesis presentation. I thank you both for nurturing my growth as a student and researcher, and for the wonderful friendship you showed along the way. Our sparkling meetings spurred me on to continue developing my work, and your expertise and genuine interest in my research and progress inspired me to challenge my perceptions and expectations in constructing my thesis.

Thank you to the generous teachers who participated in my study. Your trust, honesty and amazing insights made my research possible. I learnt so much from you and will be forever grateful to you for your interest and the time you gave so cheerfully. Thank you to the school principal for allowing me to conduct my research at your school, for your interest in my study, and accommodating me within your industrious, welcoming, school community.

I appreciate the collegiality I experienced in the vibrant, inclusive and innovative Monash Education Faculty. The many, spontaneous conversations around education and research with varied student peers and academics within the faculty enriched my learning experiences and research understandings. I thank Associate Professor Graham Parr and Doctor Nikki Aharonian for our many discussions about English teacher learning, and research presentation and reporting which contributed to my developing understandings of ways to interpret and present my research. Thank you to the panel members who conducted my reviews as I progressed through my study, for challenging me to present, argue and interrogate my research, and for their insightful and constructive comments and suggestions.

Thank you so much to my precious, patient, supportive family who lived this PhD with me. Thank you for your interest in my work and its progress and for accommodating my study in our growing, changing, vibrant lives. Your generous understanding and enduring belief in my ability supported me and sustained my capacity to continue my commitment to completing my PhD within our busy and exciting family times.

Abstract

Teacher professional learning is a high-profile, contentious concept, attracting varied understandings of ways it can, or should be enacted. In our increasingly regulated and scrutinised, dynamic educational environment, teachers seek effective, efficient engagement with learning opportunities to meet their varied, changing learning needs. Frequent, easy interactions with online spaces, and ubiquity of social media platforms in contemporary daily lives, engender interest in their adoption for learning engagement. Widely used and popular amongst teachers, Facebook is suggested as offering easily-accessible, alternative learning opportunities. With persisting tensions around Facebook's purpose and practices, doubts are expressed about the suitability of its use in professional learning. Little is known about ways teachers use Facebook for professional learning within their daily lives. I investigated English teacher quotidian use of Facebook for professional learning to develop understanding about their individual, self-directed learning within their own environments, and address this knowledge gap. Taking a constructivist approach, I conducted work-place embedded, qualitative, multiple case study research, at one school site, with eight, secondary English teacher participants. I generated data using semi-structured, individual and focus group interviews, and teacher diaries recording Facebook interactions. Using thematic data analysis enabled emergence of three major themes, providing new knowledge about ways teachers interact with Facebook for professional learning. Valuable new knowledge is revealed about teacher perceptions of their learning and its effects on their practice, and continuing tensions around teachers using Facebook for learning. These English teachers engaged both proactively and responsively with this platform, agentically extending connections to varied others, ideas, and resources, while integrating its use with continuing conversations, practice-sharing and learning. They used Facebook innovatively, promoting and capturing transient opportunities to engage informally in transformative professional learning. Participants turned serendipitous interactions with this social media platform into powerful, personalised, deep learning, for reconstructing knowledge. They reshaped and regenerated teaching approaches, while reconceptualising understandings of their teacher role and professional learning. My study reveals new alternatives for teachers, employers and regulators to understand and promote effective professional learning, and to reconsider possibilities for using Facebook in teacher learning in our demanding, constantly changing, education environments. Interpreting findings enabled generation of a knowledge transfer model representing teacher learning action using Facebook.

Chapter 1

Introduction

In this chapter, I introduce the issue on which my research is focussed, and explain the significance and timeliness of my investigation. I state my research contention and introduce my research questions. I explain the structure and implementation of my study and describe my background and interests leading me to doing this research. I outline the structure of my thesis, giving a brief overview of its contents.

Issue

In this thesis, I report my research into how English teachers use Facebook for professional learning within their daily lives. I investigated the issue of the suitability of teachers using Facebook in their professional learning. My research is situated at the intersection of two high-interest and contested areas in our contemporary world: teacher professional learning, and Facebook use. Tension continues around the complex and multifaceted concept of teacher professional learning, with varied understandings of its purpose, form, enactment and effectiveness (Cameron et al., 2013; Doecke et al., 2008; Kennedy, 2016; O'Brien & Jones, 2014; van Veen et al., 2011). Despite challenges to the effectiveness of traditional, transmission-style professional development sessions, teacher participation remains popular (Duncan-Howell, 2010; Leonard, 2015; Macia & Garcia, 2016). Although less formal practices of ongoing, individual or collegial, self-directed practice-investigation show effective teacher learning (Darling-Hammond & Richardson, 2009; Mulcahy, 2012; Ling & Mackenzie, 2015), these prove difficult to substantiate for regulatory purposes (Kennedy, 2014; Mockler, 2013).

Increasingly, social media platforms, such as Facebook, are presented as avenues for teacher engagement with professional learning (Prestridge, 2019; Tour, 2017; Trust, 2016). Questions about the appropriateness of Facebook for teacher use in continuing professional learning arise from ongoing concerns about the suitability of this platform for teacher effective learning interactions (Kent, 2018; Petti & Triacca, 2013; Rensfeldt et al., 2018; Robson, 2016), and the professionality of teachers using Facebook (Carter et al., 2008; Sumuer et al., 2014; Thunman & Persson, 2018). I investigated these unresolved issues to yield new knowledge about teachers using this social media platform for professional learning.

Significance

It is important for teachers to engage in ongoing professional learning for continually improving practice to meet constantly changing student learning needs (Cole, 2012; Darling-

Hammond & Richardson, 2009; Desimone, 2009; Victoria Parliament, Education and Training Committee, 2009; Victoria State Government: Education and Training, 2020). Teacher professional learning is a complex, multi-faceted, contentious concept, with varied understandings of effective teacher learning engagement (Doecke et al., 2008; Kennedy, 2016; Ling & Mackenzie, 2015). Persisting tensions around the suitable structure and style of effective learning opportunities, and preferred ways for teachers to engage with learning (Cameron et al., 2013; Leonard, 2015; O'Brien & Jones, 2014; van Veen et al., 2011) indicate more research is needed in this area. Concerns about ineffectiveness of traditional forms of professional development engender suggestions that teachers include engagement in locally-focussed, personally-relevant, informal learning activities to meet changing teaching and learning demands (Cameron et al., 2013; Darling-Hammond & Liebermann, 2014). Social media platforms emerge as possible spaces for teachers to engage in personally-relevant, needs-specific, professional learning (Alderton et al., 2011; Lieberman & Pointer Mace, 2010; Rodesiler, 2015).

Increasingly, teachers are using social media for informal, self-directed learning engagement (Prestridge, 2019; Rehm & Notten, 2016). As this practice grows, knowledge continues to develop about teachers, across a range of subject areas and teaching at different year levels, using social media for professional learning (Krutka et al., 2016; Lantz-Andersson et al., 2018). Some knowledge exists about English teachers as a single group (Hunt-Barron et al., 2015; Rodesiler & Pace, 2015; Woodford & Southcott, 2018) or as part of a wider group of teachers, using social media for professional learning (Alderton et al., 2011; Carpenter & Krutka, 2014). Knowledge exists about English teacher use of blogging (Ciampa & Gallagher, 2015; Hunt-Barron et al., 2015; Rodesiler & Pace, 2015) microblogging/twitter (Alderton et al., 2011; Carpenter & Krutka, 2014) and online, teacher, social networks for professional learning (Rodesiler et al., 2014). Knowledge has emerged about English teacher perceptions of online professional learning (Duncan-Howell, 2010) and participation in online communities of practice (Booth, 2012; Vavasseur & MacGregor, 2008). As a highly popular social media, commonly used by teachers, Facebook is suggested as a possibility for use in professional learning (Kelly & Antonio, 2016; Ranieri et al., 2012; Rutherford, 2010).

Knowledge has emerged about a range of teachers accessing subject-specific Facebook groups (Bett & Makewa, 2018; Kent, 2018; van Bommel et al., 2020) and selected educational Facebook pages, to access content that is informing to teaching practice (Petti & Triacca, 2013; Pilgrim & Bledsoe, 2011; Robson, 2016). Using Facebook enables teachers to

access a range colleagues beyond their local environments for engagement in collegial conversations, offering support (Bissessar, 2014; Liljekvist et al., 2017; Rashid, 2018) and information-, idea-, and practice-sharing for professional learning (Mercieca & Kelly, 2018; Rensfeldt et al., 2018; Yildrim, 2019). Facebook use can be incorporated into teacher personal learning networks for personally-meaningful, timely professional learning (Ekoç, 2020; Homan, 2014; Prestridge, 2019; Rego, 2009). Some knowledge exists about teachers in particular subject areas using Facebook for professional learning (Goodyear et al., 2014; Patahuddin & Logan, 2015; Robson, 2016; van Bommel et al., 2020; Yildrim, 2019), but little is known about English teachers use of Facebook for professional learning, or their perceptions of their learning experiences.

Timeliness

In-service teacher professional learning maintains a high profile in the contemporary education environment. Teachers within the context of this study are required to demonstrate participation in professional learning activities to meet employment and registration obligations (Australian Institute of Teaching and School Leadership [AITSL], 2018; Victorian Institute of Teaching [VIT], 2020). Various guidelines provide teachers with suggestions for productive professional learning engagement (AITSL, 2018; Schleicher, 2016; Victoria Government: Education and Training, 2020; Victorian Parliament Education & Training Committee, 2009; VIT, 2020). Continually increasing regulation and direction of teacher learning participation, and recurring efforts to show direct links between teacher learning and clearly identifiable, student test performance (Butler & Schnellert, 2012; Day & Sachs, 2003; Meiers & Ingvarson, 2005; O'Brien & Jones, 2014; Opfer & Pedder, 2011) incline towards narrowing perceptions of acceptable professional learning activity (Baker et al., 2010; Flint et al., 2011; Leonard, 2015; Mockler, 2013; Parr & Bulfin, 2015). Such perceptions sit in tension with not-easily-definable, informal learning activity and experiences, and broader understandings of professional learning participation, for meeting individual teacher, specific needs (Aharonian, 2019; Cameron et al., 2013; Leonard, 2015; Parr et al., 2020; Woodard, 2015).

Within this context, teachers seek manageable ways to meet their employment and registration professional learning requirements (AITSL, 2018; VIT, 2020), and personally-meaningful learning needs within their complex and demanding daily lives (OECD, 2019; Zhang et al., 2020). Various online spaces provide teachers with professional learning opportunities (Carpenter & Krutka, 2014; Visser et al., 2014), enabling flexible, self-directed interactions for meeting individual needs (Beach, 2017; Greenhow & Lewin, 2016). Ubiquity

of social media in our daily worlds, and teacher familiarity with Facebook, suggest this space has potential for easily-accessible professional learning (Goodyear et al., 2014; MMS Education, 2012; Staudt et al., 2013; Sumuer et al., 2014). Easy, quick social media accessibility provides timely opportunities for practice-relevant problem solving (Palmquist & Barnes, 2015; Rensfeldt et al., 2018).

The advent of COVID-19 introduced new uncertainty into teacher lives and challenged existing perceptions of teaching and learning (Alexandrou, 2020; Darling-Hammond & Hyler, 2020; Dobrowski, 2020; Hartshorne et al., 2020; Joseph & Lennox, 2021; Mpofu, 2020; Reimers et al., 2020; Stevenson, 2020). COVID affected environments set new challenges for teachers to meet their professional learning needs (Cavanaugh & Deweese, 2020; Dobrowski, 2020; Stevenson, 2020; Trust et al., 2020). It can be argued that current, pandemic-related disruptions to our understandings and practices of teaching and learning exacerbate existing tensions around suitable teacher professional learning engagement (Darling-Hammond & Hyler, 2020; Mpofu, 2020). Necessary rethinking of teacher practice, communication and ongoing professional learning, arising from recently changed circumstances (Alexandrou, 2020; Reimers et al., 2020; Thorgersen & Mars, 2021), renders my investigation into teacher Facebook use for professional learning very timely.

Contention

In today's uncertain, unpredictable, pandemic-influenced, education environment, it is important to understand more about alternative ways teachers can engage in effective professional learning. Availability of Facebook and its possible use for professional learning renders it worthy of further consideration. While knowledge exists about teachers using Facebook for professional learning, there is little understanding about the influence of that practice on their learning or existing teaching or teacher approaches. There is limited knowledge about English teachers using Facebook for their professional learning, and a dearth of knowledge about this happening on an ongoing basis within their local contexts and daily lives. There is little understanding about relationships between their Facebook use, learning experiences and existing practice. Clearly, there is a need for greater knowledge in these areas. To address this knowledge gap, I focussed on investigating how English teachers use Facebook in professional learning within their daily lives, and their perceptions of their learning and the influence of that learning on their practice.

Research Questions

To address the identified gap in knowledge, I constructed the following research question: 'How do English teachers use Facebook for professional learning?' to drive my

investigation. To support the main research question, I constructed two sub-questions: 'How do they understand their professional learning using Facebook?'; and 'How do they understand the impact on their practice?'. I unpack these research questions in the methodology chapter, explaining how they guide my research.

Research Structure

I conducted my research at one school site in metropolitan in one school year. Eight secondary English teachers participated in my investigation into their everyday actions of using Facebook for professional learning and their perceptions of the influence of that activity on their learning and practice. I focussed on one group of teachers – English teachers – to develop meaningful understandings of the research focus, through generating deep, nuanced data. I selected this important group of teachers for several reasons. Their engagement in the teaching and learning of all students in the school, make their practices important. As an English teacher familiar with Facebook and its use in professional learning, I noted and was intrigued by hesitancies amongst colleagues for using this platform professionally. My English teaching experience equipped me for engaging in deep conversations with participants and interpreting findings of my small-scale study.

I approached my research from a constructivist perspective (Cohen et al., 2018; Crotty, 1998; Lincoln et al., 2011; Orlikowski & Baroudi, 1991; Scotland, 2012; Willis, 2007), conducting a qualitative study, investigating teacher Facebook use within their natural environments (Denzin & Lincoln, 2008; Merriam, 1998; Neuman, 2014; Stake, 2010). A qualitative approach enabled representation of many experiences and interpretations of the study focus (Hitchcock & Hughes, 1995; Lincoln & Guba, 1985). I enacted a multiple, exploratory case study to examine this understudied topic (Brennan & McGowan, 2006; Yin, 2003), examining it closely and deeply, to reveal multiple, varied perspectives (Eisenhardt & Graebner, 2007; Miles et al., 2013; Vannoni, 2015; Vohra, 2014).

Consistent with case study, rich textual data were generated using three methods (Ashworth, 1997; Bell, 2005; Denzin & Lincoln, 2008; Lallé, 2003; McGregor, 2006): teacher individual interviews; focus group interviews; and teacher diaries recording individual, teacher Facebook use, for professional learning, over a period of one week. I used thematic analysis (Braun & Clarke, 2006; Nowell et al., 2017; Saldaña, 2013) to reduce, and refine data, systematically and reflexively (Birks et al., 2008; Boyatzis, 1998), to reveal deep understandings of participant experiences (Fereday & Muir-Cochrane, 2006; Smith & Firth, 2011). Three major themes emerged as findings, informing existing knowledge about teacher quotidian use of Facebook for professional.

As mine was an inductive study, I interpreted findings through comparison with existing, relevant knowledge about teacher professional learning, and theory I identified as appropriate for interpreting my generated data. Drawing from theories considered appropriate for informing investigation into teacher professional learning, I determined five theories, relevant to revealing important new knowledge emerging from my study: teacher identity theory (Beauchamp & Thomas, 2009; Beijaard et al., 2004; Day et al., 2005; Day et al., 2006; Gee, 2001); media ecology theory (McLuhan, 1964; Postman, 2000; Stephens, 2014); rhizomatic learning theory (Clarke & Parsons, 2013; Cormier, 2008; Deleuze & Guattari, 1987; Mackness et al., 2016); dialogism (Bakhtin, 1981, 1986; Holquist, 1990; Nesari, 2015; Postholm, 2005); and knowledge transfer theory (Argote & Ingram, 2000; Gilbert & Cordy-Hayes, 1996; Graham et al., 2006; Inkpen & Tsang, 2005; Liyanage et al., 2009; Parent et al., 2007; Szulanski, 2000). Knowledge transfer theory was particularly relevant for interpreting data revealing valuable new knowledge about teacher learning experiences emerging from my research, enabling generation of a knowledge transfer model representing these teachers' experiences of using Facebook for professional learning.

Researcher in the Research

My interest in English teachers using Facebook for professional learning emerged from a longstanding interest in ways practising teachers continue to engage with learning for refining daily practice and responding to dynamic education environments. Just prior to beginning my PhD, I completed a study, as part of a Graduate Certificate in Educational Research, investigating English teacher use of online tools for professional learning. Findings from this small-scale study revealed teachers selectively used a range of online tools, to meet individual, self-determined professional learning needs relevant to their daily practice (Woodford & Southcott, 2018). While Facebook use was included in the online tools used by the study participants for their professional learning, little information was revealed about ways this happened. I felt there was more to learn about teacher use of this particular platform in their professional learning and how they incorporated its use into their daily teacher lives. My own experiences and observations of Facebook use, and increasing tensions around this social media platform, drove my curiosity about ways teachers interact with Facebook for professional learning in their daily work.

Over many years as a secondary school, English subject teacher, and more latterly as a literacy coach and teacher mentor, I had frequently discussed, planned, presented and participated in professional learning activities, in varied settings, with a range of English teacher colleagues. Listening to teacher discussions, in schools and at professional learning

events, about experiences and attitudes to using Facebook and other social media platforms in teaching and learning, revealed persisting tension around this practice. More particularly, mixed attitudes and opinions emerged about Facebook use for professional learning around issues of privacy, the platform's structure and purpose, content presented in this online space, and suitability of this social media platform for teacher use and professional learning activity. While some teachers expressed concern around such issues, others appeared confident about using Facebook and incorporating its use into their professional learning practices.

I brought personal experience of using Facebook to my study. While I was aware of the 2004 introduction of Facebook as a social interaction site and observed others engaging with it, I had no interest in creating a social media presence, nor communicating with family and friends using this platform. I opened a Facebook account about 12 years later, on the advice of a teacher colleague and workshop co-presenter, as a means of keeping contact with teachers who had attended my presentations at English teacher conferences and wanted to 'keep in touch'. The teacher Facebook group I established and continue to administrate, began with 26 members, all teaching within the State of Victoria. Membership of the group has grown to over 1,200 members (and continues to grow) drawing from teachers across Australia and various countries throughout the world. While the Facebook group was designed for teachers to share resources and discussion about teaching and learning, most teachers participate as 'lurkers' (Hur & Brush, 2009; Kelly & Antonio, 2016; Lantz-Andersson et al., 2017; Robson, 2018), with some commenting and 'liking' my posts, and a small number asking questions and making contributions to the group.

I am a member of four other English teacher Facebook groups, where I observe similar practices: administrators posting information and links to articles, and most group members lurking. My observations of low-level active participation in these groups sparked my interest and caused me to wonder about the professional learning teacher members were experiencing. I wanted to learn more about teacher learning using this platform, understand the professional learning experienced and build knowledge about teacher understandings of their learning. I was also interested to know about any influence of learning using this social media platform on existing practice teaching or teacher practice.

Thesis structure

This is a traditional style thesis consisting of nine chapters. In Chapter 1, I introduce the issue that I investigated: the suitability of teachers using Facebook for professional learning. I present the significance and timeliness of my investigation into this issue, clearly stating my contention. I present the main research question driving my investigation: 'how do

teachers use Facebook for professional learning?' and the two supporting sub-questions: "how do they understand their professional learning using Facebook?' and 'how do they understand the impact on their practice?' I present my research structure, explaining I conducted a qualitative, multiple, exploratory case study to investigate eight, secondary, English teachers at one Melbourne suburban school, in relation to their quotidian use of Facebook for professional learning. I describe myself relative to my research, explaining how I developed my interest in this topic and my pathway to doing the study. Finally, in this chapter, I detail my thesis structure.

In Chapters 2 and 3, I review literature presenting existing knowledge relevant to my research focus, referring to pertinent theory where appropriate for more extensive exploration of knowledge about teacher professional learning. The literature review falls into three main sections: teacher professional learning; teachers using online spaces, including social media, for professional learning; and teachers using Facebook for professional learning. Existing knowledge in each of these sections is relevant to interpreting my findings to reveal valuable new knowledge. Discussing the first two sections in Chapter 2, exposes important knowledge about prevailing beliefs and practices of teacher professional learning, forming the background to my study. Commencing with discussion of teacher professional learning conceptualisations, understandings of learning participation, and their interrelationship, I move onto exploring factors influencing teacher learning, learning participation and experiences of personally-meaningful professional learning. In the second section I present existing knowledge about varied, teacher use of online spaces, including social media platforms, for professional learning. I explore English teacher use of these spaces and existing understandings of teacher learning action and experiences using online spaces.

In Chapter 3, I discuss existing knowledge about teachers using Facebook for professional learning, probing this area more deeply through exploration of relevant theory where appropriate. The features influencing teacher learning using Facebook are presented and the interrelationship between users and spaces in teacher learning are expounded. I explore understandings of teacher personally-meaningful learning experiences and notions of teachers engaging in knowledge transfer using Facebook. Persisting tensions around teacher use of Facebook and suitability of its use for professional learning are discussed.

In Chapter 4, I describe the methodology used for my research, beginning with elucidating my constructivist ontological and epistemological understandings influencing the decision to take a qualitative approach to my study. Adopting a constructivist, interpretivist paradigm enabled complexities and multiplicities of teacher experiences to emerge. I

expound the rationale for using a multiple, exploratory case study to investigate this under-researched topic, and describe enactment of the case study – including detailing methods used to generate data. I introduce the school where my investigation occurred and provide detail about the teacher participants. I describe use of thematic analysis to reduce data, refine my developing understandings of generated data, and enable emergence of important themes. I discuss my attention to trustworthiness throughout the study, describing my efforts to bridle my existing knowledge and understandings related to the topic during data generation, analysis and reporting. Finally in this chapter, my ethical conduct throughout my research and report is explicated, including attaining appropriate ethical and school principal approval prior to generating data. Respecting the school principal's request for anonymity, pseudonyms are used for the school and participants in my research report.

In Chapters 5 to 7, I use the framework of the three major themes emerging from my data to present the findings of my study, devoting one chapter to each major theme. Important findings about teacher learning experiences emerge at the intersection of the three major themes and are reported in the second section of chapter 7 (third, and final, chapter reporting findings). In Chapter 5, I report my findings in the first of the three major themes: personal and professional experience, using the emergent four sub-themes: blurred boundaries; professional usefulness growing from personal use; personal connections and interaction; and professional appropriateness to structure my reporting. Findings in this major theme reveal teacher personal and professional interests, experiences, understandings and actions interrelate to influence individual interactions with Facebook, and learning using this platform.

In Chapter 6, I report my findings in the major theme: incidental and purposeful use, using the emergent four sub-themes: incidental use; turning the incidental to purposeful; purposeful use; and interrelated teacher and Facebook action to structure my reporting. Findings reveal that teachers experienced professional learning from incidental and purposeful interactions with this platform. Both teacher and Facebook actions contributed to learning possibilities and learning experiences and teachers showed adeptness at turning incidental interactions with this social media into purposeful learning activity.

I structure Chapter 7 into two sections. In the first section, I report findings in the third major theme arising from my study, continuing conversations, and in the second section, I explicate understandings about teacher professional learning experiences emerging at the intersection of the three major themes. In the first section, I use the three emergent sub-themes: constructive, collegial conversations; expansive conversations; and weaving across

platforms to structure my report. Findings show teachers engaging in, and directing, a range of ongoing conversations around Facebook use, incorporating other selected spaces as available and convenient to them, to experience enhanced professional learning. At the intersection of the three major themes, information emerged about teachers' unique, informal, self-directed, personalised learning experiences. In the second section of this chapter, I use the sub-themes: personally managed and meaningful; contextually relevant; and extensive and deep, to structure my report. Teachers' active engagement in an organic learning process is revealed, showing interactions with Facebook features enabling extended, personally-meaningful learning opportunities, informing contemporary practice.

In Chapter 8, I discuss my findings relative to reported knowledge about teachers using Facebook for professional learning, enabling identification of valuable, new knowledge I contribute to extend understandings in this area. I show how knowledge emerging from my study relates to the five theories presented in my literature review: teacher identity theory; media ecology theory; rhizomatic learning theory; dialogism; and knowledge transfer theory. I structure my discussion using the headings: interweaving, organic, learning interactions; unique, personally-meaningful learning experiences; and persisting tensions. I present new knowledge about teacher organic, generative learning interactions, through incorporating use of various electronic and non-electronic spaces, with everyday Facebook use. I discuss new knowledge about teachers using uniquely configured Facebook spaces, integrating personal and professional interests and actions, in self-directed, informal learning activities for deep and extended learning experiences informing teaching and teacher practice. I shed new light on several persisting tension around teacher use of Facebook for professional learning, including presenting new knowledge about teacher lurking behaviours, explaining why and how they use lurking in their learning while managing perceived vulnerabilities. I show teachers managing continuing concerns about professional appropriateness of using this platform for learning, and feelings of moral responsibilities related to using this platform.

In Chapter 9, I present and explain the knowledge transfer model I generated to represent teacher dynamic, interactive learning experiences using Facebook within their daily lives. In my model, the term 'knowledge transfer' incorporates knowledge-sharing, -translation, -exchange and -application. I elucidate the process of constructing my model, existing knowledge and theories influencing its development, and selected, existing knowledge transfer models I analysed to inform its structure. Relating teacher professional learning to knowledge transfer theory, and constructing my model representing teacher

learning experiences using Facebook, contribute additional, valuable, new knowledge to existing understandings of teacher professional learning.

In Chapter 10, I conclude my thesis. I revisit the significance and timeliness of my research into English teacher use of Facebook for professional learning. I answer my main research question: 'how do English teachers use Facebook for professional learning?' explaining that these teachers used Facebook in uniquely personalised ways, integrating serendipitous and purposeful use into their everyday lives and learning, selectively engaging with the platform, and advantageously harnessing available features to maximise personally-relevant learning opportunities. I answer my first sub-question: 'how do teachers understand their professional learning using Facebook?' explaining that participants recognised both the process and value of the multi-faceted, informal, enhanced learning experiences enabled through Facebook's capacity to extended connections to others and multiple spaces. Answering my second sub-question, 'how do teachers understand the impact on their practice?', I explain that teachers considered learning from using Facebook enabled continual reshaping and reconstructing of immediate and ongoing teaching and teacher practice, and ongoing interrogation of teaching practice, teacher role and professional learning conceptualisations and enactments.

I address the implications arising from my study, explaining emergent knowledge can trigger rethinking about Facebook and its use for teacher learning amongst teachers, schools, systems, employing and regulating authorities and researchers. This knowledge can speak back to dominant, highly-regulated, standardised conceptualisations of teacher learning by provoking thinking about the value of informal learning and teacher agency in identifying and managing their own learning from within their own contexts. Knowledge from my study informs about persisting tensions around Facebook use by teachers, and using this platform for their learning. I explain my study is limited to the focus set by the research questions, and the small-scale, qualitative design revealing temporally- and contextually-relevant findings, limiting generalisability. I suggest future large-scale, and interdisciplinary research conducted at varied locations, investigating a range of subject teachers, and extending data generation methods for revealing additional knowledge about teachers using Facebook for professional learning. Studies about ways teachers use Facebook for their learning in COVID-19 influenced environments could reveal valuable new knowledge for teachers, schools and systems about effective professional learning in highly disrupted times.

In this chapter I introduced the focus of my study and presented the importance of conducting it at this time. I presented the research questions driving my investigation, my

study's structure, and my background relevant to this research. I gave a brief overview of the contents of my thesis. In the next chapter, I explain the structure of my literature review and begin discussing literature relevant to my study.

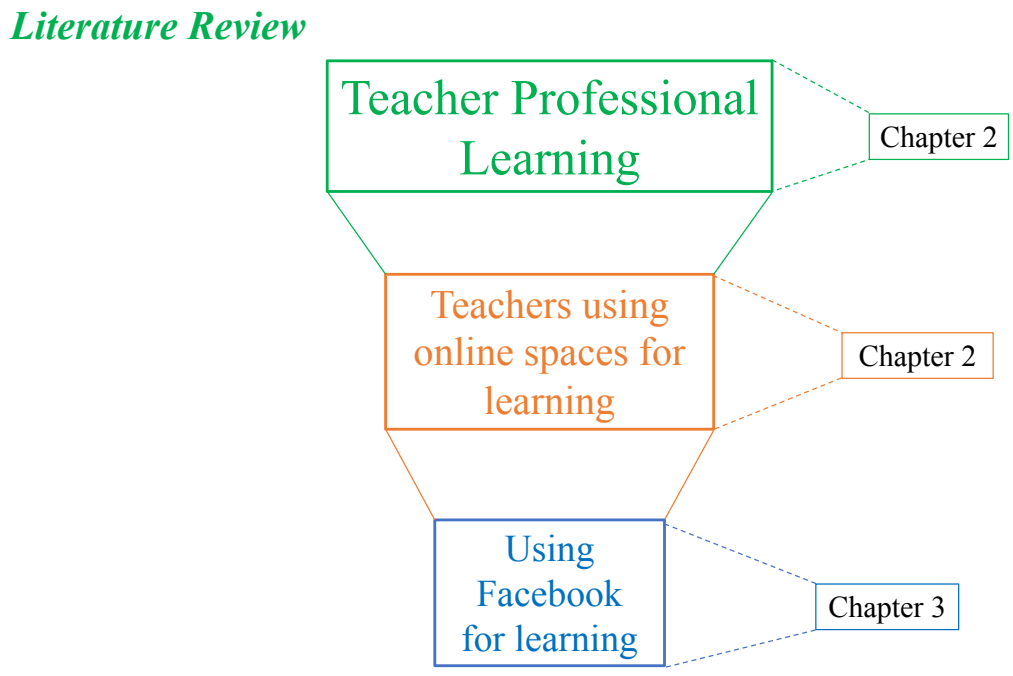
Chapter 2.

Literature Review, Part One: Teacher Professional Learning

The research focus and questions warrant discussion of literature informing about teacher use of Facebook for professional learning, set within the broader context of existing knowledge about teacher professional learning. Understandings of teachers using Facebook for learning is contextualised within emerging knowledge about teachers interacting with online spaces, including social media, for this purpose. Broader understandings of teachers using varied online spaces for learning inform my study and need to be addressed in my discussion of relevant literature. I incorporate some discussion of theory pertinent to existing knowledge relevant to my study focus, to enable deeper exploration of knowledge informing my research topic, and of the rich context from which I constructed my research questions. Using online spaces for communication and information interactions is a volatile, shifting concept, influenced by changes in technology and available platforms, user interactions and prevailing attitudes. I review literature recognising it is temporally and contextually situated.

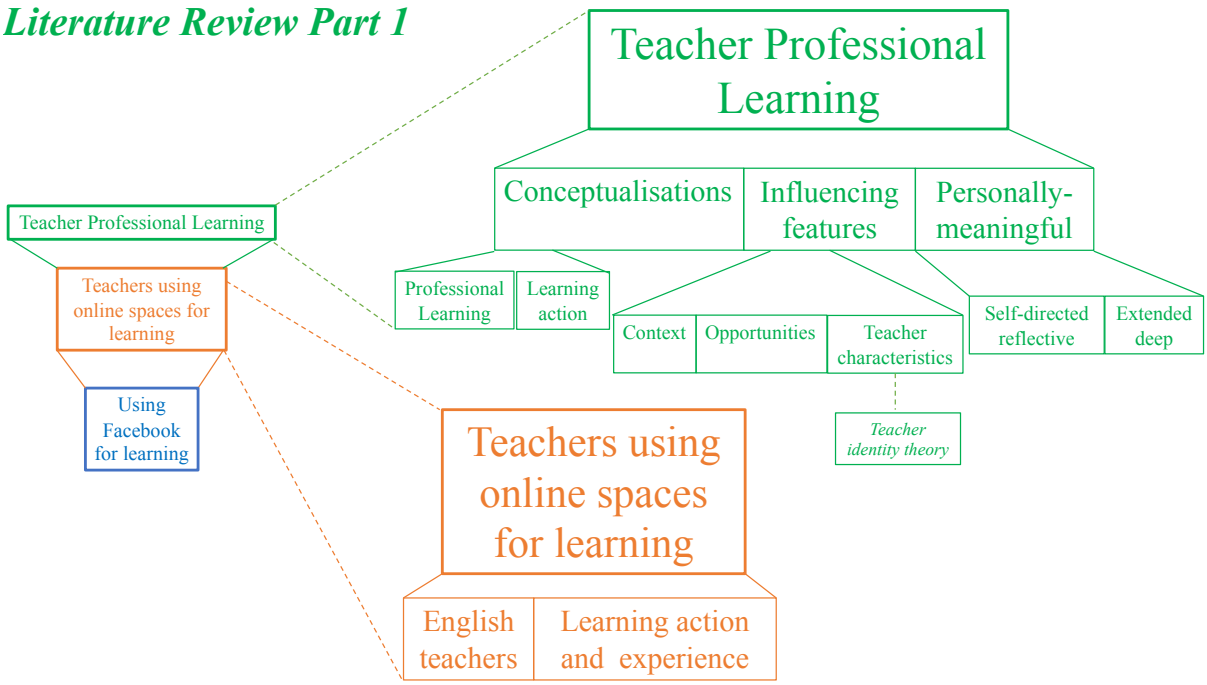
I present my literature review in two parts (Figure 1).

Figure 1



In the first part, I discuss understandings of teacher professional learning and existing knowledge about teachers using online spaces for this purpose (Figure 2).

Figure 2



In the second part, I present existing knowledge about teacher use of Facebook for professional learning. I begin by reviewing literature about teacher professional learning conceptualisations, and understandings of appropriate teacher learning participation.

Teacher Professional Learning

To understand the complex and multi-faceted concept of teacher professional learning, I review literature about intricately interrelated conceptualisations of teaching, school and teacher roles, and effective professional learning (Kennedy, 2016; Mockler, 2013), and rhetoric connecting improved school performance, student learning, and teaching and teacher quality (AITSL, 2018; Borko, 2004; Mockler, 2013; Opfer & Pedder, 2011). Amid acceptance that professional learning provides benefits for teachers, teaching practice and student learning (Desimone, 2009; Victoria Parliament, Education and Training Committee, 2009), tensions persist around the constitution of learning activities appropriate for reaching those goals (Cameron et al., 2013; Doecke et al., 2008; O'Brien & Jones, 2014; van Veen et al., 2011). To set my study within contemporary debates around teacher learning participation, I discuss varied understandings of teacher learning and learning action.

Conceptualisations of Learning and Learning Action

Since the concept of teacher professional learning is central to this study, discussion of the varied ways it is conceptualised, and associated understandings of ways teachers can engage effectively with learning are important. In this section, I review literature about

interrelated conceptualisations of teacher learning and learning activities within different contexts (Campbell et al., 2004; Kennedy, 2014). I discuss ways different types of learning activities are preferenced within systems and at local sites (Jurasaite-Harbison & Rex, 2010; Penuel et al., 2012), limiting or extending teacher participation in valuable, practice-informing professional learning (Butler & Schnellert, 2012; Mulcahy, 2012).

Conceptualisations of Professional Learning. Contemporary conceptualisations of professional learning frequently refer to building teacher knowledge and skills for improving teaching practice and student achievement (AITSL, 2018; Borko, 2004; Cole, 2012; Desimone & Garet, 2015; OECD, 2014; van Veen et al., 2012; Victorian Parliament Education & Training Committee, 2009; VIT, 2020). The core of these representations positions teachers as acquiring new knowledge (Cole, 2012), with some specifically highlighting subject-content and subject-pedagogical knowledge (Schleicher, 2016; van Veen et al., 2011). Teachers are expected to build new skills, while reinforcing, updating, refining or improving existing ones (AITSL, 2017; OECD, 2014; Victorian Parliament Education & Training Committee, 2009: VIT, 2020). While these definitions reference improving more loosely defined "other characteristics" required by teachers (OECD, 2014, p.86) such as attitudes (van Veen et al., 2012) engagement (VIT, 2020), self-efficacy, motivation, communication and organisational skills (Schleicher, 2016), the focus inclines towards enhancing clearly-definable and measureable skills (Kennedy, 2014; Mockler, 2013; Parr & Bulfin, 2015). Professional learning is presented prescriptively, through suggestions that teachers learn new, introduced strategies or techniques to implement in their classrooms (Cole, 2012; Desimone & Garet, 2012). Improving teacher knowledge, skills and practice is linked with improving school effectiveness and quantifiable student outcomes (AITSL, 2012; Cole, 2012).

Drawing clear and definable links between teacher learning and improved, quantifiable, student outcomes is contentious, with claims it narrows perceptions of teacher learning. Assertions that teacher professional learning effectiveness needs to be measureable (Victoria Parliament, Education and Training Committee, 2009) and evaluated for its effectiveness in improving student achievement (AITSL, 2012; Gordon, 2004; Victoria Parliament, Education and Training Committee, 2009), incline towards acceptance of the notion of identifiable, causal links between teacher participation in professional learning action and discernible improved student achievement (Butler & Schnellert, 2012; Day & Sachs, 2003; O'Brien & Jones, 2014). These understandings can invite direct alignment of teacher learning, improved teaching practice and higher student achievement on particular

tests as an orderly neat process (Meiers & Ingvarson, 2005; Opfer & Pedder, 2011). There are counter-suggestions that it is difficult to identify direct, visible, causal links between teacher learning engagement and changes in student achievement (Desimone, 2009; Doecke et al., 2008; Opfer & Pedder, 2011). Claims evaluation of teacher learning and improved student test scores need to align, is construed as simplistic, contestable and narrowing understandings of teacher professional learning (Baker et al., 2010; Mockler, 2013).

Broad Conceptualisations. Other conceptualisations present professional learning more broadly, perceiving teacher learning as a generative and continual process of developing teaching and teacher knowledge for, and informed by, their own practice (Day, 1999; Doecke et al.; 2008; Hargreaves, 2003; Ling & Mackenzie, 2015; Opfer & Pedder, 2011). Professional learning is understood as a complex, multi-faceted, ongoing process of teachers simultaneously developing their practice and understandings of practice (Aharonian, 2017; Opfer & Pedder, 2011). It is an evolving, natural process, that is responsive and changing as teachers learn through experiencing practice, and participating in a range of planned and unplanned, formal and informal learning opportunities (Day, 1999). Learning can occur incidentally, consciously or unconsciously, through a range of activities in daily lives (Marsick et al., 2008; Mugford, 2010). It is participatory, with colleagues socially constructing knowledge (Mulcahy, 2012) through collaboratively co-constructing new ideas, practice-approaches and understandings from, and within the context of, their daily work (Darling-Hammond & Richardson, 2009; Doecke et al., 2008). Learning incorporates questioning, and building on, existing beliefs driving practice, and understandings of teaching and teacher roles (Hargreaves, 2003; Ling & Mackenzie, 2015).

These broader conceptualisations enable holistic understandings of teacher learning that move beyond focussing on improving knowledge and skills and applying new strategies to teaching practice, to incorporate notions of personally-meaningful learning for personal and professional development (Cameron et al., 2013; Day, 1999; Day & Gu, 2007; Webster-Wright, 2009). Learning is seen as an intricate, messy process of developing deeper understanding of self as an educator, occurring in a range of spaces (Aharonian, 2019; Woodard, 2015) and through many varied experiences of practice and learning activities (Kennedy, 2014; Mulcahy, 2012). Teacher learning is individually-variable, personally- and professionally-meaningful, and interactive, experienced through practice, and critical reflection on practice and learning, within, and mediated by context (Day, 1999; Opfer & Pedder, 2011; Webster-Wright, 2009). Learning can be unbounded and dialogic, and include teacher histories, personal and professional lives and experiences, in knowledge construction

(Aharonian, 2017; Leitch & Day, 2001; Woodard, 2015) through ongoing and recurring dialogue with others in various spaces (Aharonian, 2016; Parr & Bulfin, 2015).

Having discussed varying understandings of professional learning, from clearly defined, tight conceptualisations of this concept, to broad, open and inclusive understandings of teacher learning, I will present varied understandings of teacher learning action.

Conceptualisations of Learning Action. Similarities are apparent across different conceptualisations of teacher learning, in understandings of acceptable professional learning engagement, and recommendations for teacher participation in learning action. It is generally accepted that teacher learning can occur in varied ways, including informal and formal, off- and on-site activities, and can be situated in teacher daily work (Borko, 2004; Cole, 2012; Day, 1999; Doecke et al., 2008; Kennedy, 2014; Schleicher, 2016; van Veen et al., 2011; VIT, 2020). Differences occur in the types of learning engagement preferenced – implicitly or explicitly – in various understandings of teacher learning (Kennedy, 2014; Leonard, 2015; Mockler, 2013). Those conceptualising teacher learning predominantly as building teacher knowledge and skills, advocate acceptable learning action includes participation in a wide range of activities (AITSL, 2018; Borko, 2004; Cole, 2012; OECD, 2014; van Veen et al., 2012; VIT, 2020). They suggested learning activities can be engaged individually or collegially through combining formal professional development sessions with learning from collegial discussions and interactions (AITSL, 2012; Borko, 2004; OECD, 2014). Learning can occur from participating in traditional off-site professional development sessions, as well as on-site, collegially-based activities (Cole, 2012; van Veen et al., 2011; Victorian Parliament Education & Training Committee, 2009). While a range of alternative teacher actions for learning are suggested in these recommendations, perceiving teacher learning through the lens of acquiring new knowledge for application to teaching, tend towards constituting knowledge as collected and held within individual teachers (McComb & Eather, 2017; Mulcahy, 2012). This stance narrows perceptions of teacher learning and learning engagement (Hardy, 2010; Mockler, 2013; Webster-Wright, 2009). Recommendations that teachers apply newly acquired strategies and techniques to classroom teaching under supervision of more informed others (Cole, 2012; Desimone & Garet, 2015) and that they participate in planned activities selected to align with professional standards (AITSL, 2018; VIT, 2020) can contribute to constrained visions of worthwhile learning action (Hardy, 2018; Leonard, 2015; Parr et al., 2020). Requiring teachers to record and account for professional learning activity against teacher standards can be seen as managerial attempts to regulate and

direct teacher learning action (Hardy, 2018; Lloyd & Davis, 2018; McComb & Eather, 2017; Webster-Wright, 2009).

Tensions exist between findings from research about effective teacher professional learning and contemporary managerial attempts to define and regulate teacher learning action (Kennedy, 2014; Lloyd & Davis, 2018). Efforts to link interpretations of findings around effective teacher learning practices with formulation of directives and regulations about teacher learning, and methods of measuring and assessing professional learning effects, tend to narrow rather than broaden perceptions of professional learning options (Flint et al., 2011; Leonard, 2015; Mockler, 2013; Parr & Bulfin, 2015). Recognising complexities contained in teacher learning for meeting constantly-changing, diverse and contextualised teaching and teacher demands, broadens understandings of ways teachers can engage effectively with learning (Doecke et al., 2008; Leonard, 2015; Victoria Parliament, Education and Training Committee, 2009).

Broader conceptualisations of professional learning include, but extend beyond, perceptions of building teacher knowledge and skills, to present more varied understandings of teacher learning activity. Notions of professional learning action extend to incorporate understandings of developing teacher and teaching capacities for meeting the complex, daily demands of classroom teaching and teacher daily work (Day, 1999; Ling & Mackenzie, 2015; Mockler, 2013; Woodard, 2015). Teacher learning engagement is seen predominantly as arising from individuals' constant awareness of their own learning, within their own contexts (Doecke et al., 2008; Opfer & Pedder, 2011), alert to opportunities for reviewing and renewing growing knowledge and understandings of teaching (Day, 1999; Woodard, 2015). Learning action can occur within every-day, teacher and teaching activities (Kwakman, 2003), as individuals take charge of investigating their own practice for generative learning experiences (Flint et al., 2011). Perceptions of teacher learning action incorporate ongoing, co-operative, collegial, interactions enquiring into local practice (Darling-Hammond & Richardson, 2009; Hargreaves, 2003), and considerations of teachers interrogating existing understandings and beliefs driving practice become possible (Musanti & Pence, 2010; Webster-Wright, 2009). Professional learning action is seen as extending beyond work-life and work-contexts, to incorporate understandings of teacher learning occurring through drawing on a broader range of contexts and personal and professional experiences (Aharonian, 2017; Cameron et al., 2013; Webster-Wright, 2009). Within these broad conceptualisations of professional learning and learning actions, deep learning can occur

through dynamic interactions of teachers, available learning opportunities and contextual features (Cameron et al., 2013; Opfer & Pedder, 2011).

Having discussed conceptualisations of professional learning influencing learning action, I will present knowledge about varied intrinsic and extrinsic features influencing individuals' participation in learning opportunities and their learning experiences.

Features Influencing Learning and Learning Participation

The manner in which professional learning is perceived can influence the professional learning opportunities promoted within a system or at a school site, as well as individual teacher engagement in learning action (Cole, 2012; Hargreaves, 2003; Kennedy, 2016). Teaching contexts preferencing particular types of knowledge (Reid & O'Donoghue, 2004; Webster-Wright, 2009) support or restrict particular types of professional learning action (Butler & Schnellert, 2012; Kwakman, 2003; Zaidi et al., 2018). Teacher individual characteristics, and existing knowledge and beliefs brought to learning opportunities, influence professional learning participation and learning experiences (Desimone & Garet, 2015; Putman & Borko, 2000; Timperley & Alton-Lee, 2008**)**. Interacting features of context, available learning opportunities, and individual teacher characteristics, influence teacher learning (Borko, 2004; Opfer & Pedder, 2011).

Context. Teacher professional learning occurs within, and is influenced by, local and broader contexts. Approaches and pathways established at government or system levels, influence teachers, and teaching contexts (Jacob et al., 2017; Mockler, 2018) and can direct perceptions of worthwhile professional learning, types of learning opportunities preferenced, and teacher engagement in learning action (Butler & Schnellert, 2012; Hardy, 2010; Little, 2002; Parr, 2004). Contemporary standards-based education environments, tending towards regulating and measuring teacher professional learning action, can reduce understanding of the complexity of teacher learning (Kennedy, 2014; Ling & Mackenzie, 2015) and incline towards encouraging, and expecting, particular, contained perceptions of valued professional learning and preferred methods of teacher engagement in learning activities (Hardy, 2010; Leonard, 2015; Opfer & Pedder, 2011; Parr, 2004). Policies and guidelines influencing the context of my study seek to define, categorise, advise and set regulations about professional learning (Leonard, 2015; Mockler, 2013) and seek clear, direct links between teacher learning and measureable outcomes of learning engagement and student achievement (Meiers & Ingvarson, 2005; Opfer & Pedder, 2011). Contexts where teacher learning and teaching improvement are contained and measured, incline towards preferencing traditional, didactic

professional development sessions (Hardy, 2010; Kennedy, 2014; Leonard, 2015; Mockler, 2018; Parr, 2004; Webster-Wright, 2009).

Local environments influence understandings of professional learning and learning engagement (Jurasaite-Harbison & Rex, 2010; Knight, 2002; Ling & Mackenzie, 2015; Opfer & Pedder, 2011; Penuel et al., 2012) and can support, restrict, or preference particular types of teacher knowledge and professional learning action (Butler & Schnellert, 2012; Reid & O'Donoghue, 2004; Webster-Wright, 2009). Schools can interpret organisational policy and guidelines influencing professional learning offered and support particular types of teacher learning engagement (Butler & Schnellert, 2012; Jurasaite-Harbison & Rex, 2010; Penuel et al., 2012). Local beliefs, and locally developed learning cultures, can direct teachers towards preferred learning engagement and influence individual and collective teacher professional learning (Jacob et al., 2017; Opfer & Pedder, 2011). School leadership support is important for translating teacher learning into changed practice (Jacob et al., 2017; Ling & Mackenzie, 2015). Local school contexts supporting teacher self-directed enquiry into existing practice and interrogation of existing values and beliefs enable extended and deep learning experiences (Kennedy, 2014; Leonard, 2015). In the next section, I discuss varied contexts and available learning opportunities influencing teacher learning participation and experiences.

Learning Opportunities. Identifying specific, quantifiable links between specific professional development programs engaged, teacher learning experienced, and influence on practice remains elusive (Jacob et al., 2017; Loyalka et al., 2017; Piasta et al., 2017). It is suggested the complexity and variability of teacher learning set within different contexts contributes to difficulty evaluating specific influences of particular professional learning activities (Opfer & Pedder, 2011). However, it emerges that different forms of professional learning activities available to teachers preference different types of teacher learning and potential for practice change (Kennedy, 2016). While it appears teachers may increase knowledge through participation in designed programs and short, transmission style learning sessions, there is little evidence of this new knowledge transforming practice (Ling & Mackenzie, 2015; Loyalka et al., 2017; Wayne et al., 2008). There is little evidence that teacher beliefs or perceptions driving practice are influenced from participation in such professional learning options (Loyalka et al., 2017; Opfer & Pedder, 2011). Ongoing, work-embedded, collegial learning activities enable, locally-specific knowledge building (Kennedy, 2014), and are more likely to contribute to improved practice (Opfer & Pedder, 2011; Stewart, 2014).

Teachers experience generative learning through participating in self-initiated enquiry into existing practice within their local context (Darling-Hammond & Richardson, 2009; Doecke et al., 2008; Kennedy, 2014). Collective, ongoing, critical investigation into existing practice shows changes in teacher attitudes and beliefs, and improved practice (Cordingley et al., 2005). Participation in researcher-led, ongoing investigation into existing practice enables teachers to engage in deeper learning beyond building teaching knowledge to consider teacher work and role and understandings of their own learning (Ling & Mackenzie, 2015). Teacher-generated, self-directed and sustained learning activities enable embrace of the unexpected in practice, response to events in context (Mulcahy, 2012), and risk-taking through construction and trialling of contextually appropriate teaching approaches (Ling & Mackenzie, 2015). When teachers learning opportunities enable continual incorporation of new ideas into practice and critical reflection on changing practice and knowledge, deeper understandings of teaching and teacher role can develop (Woodard, 2015). Teachers driving their own learning can draw on varied work and life contexts and experiences (Aharonian, 2017; Cameron et al., 2013; Webster-Wright, 2009) to form personally-meaningful connections between their experiences and teaching practice (Aharonian, 2019).

Teacher Characteristics. While organisational features have been shown to influence the professional learning activities available for teacher access (Jurasaite-Harbison & Rex, 2010; Zaidi et al., 2018), individual teacher characteristics can have considerable influence on individuals' participation in presented learning opportunities (Korthagen, 2017; Kwakman, 2003; Ling & Mackenzie, 2015). There are suggestions that teacher agency (Day, 1999; Sachs, 2007), identity (Mockler, 2013) and sense of professionalism (Hargreaves, 2003; Parr, 2010) can drive creative, varied, individually- and contextually-relevant professional learning (Ling & Mackenzie, 2015; Woodard, 2015). The interplay of existing, but changeable, individual teacher characteristics and working context can influence learning (Desimone & Garet, 2015; Webster-Wright, 2009) through ongoing, complex interactions between teacher experience, knowledge, beliefs and practices, learning activities and changing practice (Opfer & Pedder, 2011). This interplay between the individual and the environment has been described as a transaction changing both individual and environment, and enabling further learning and adaption (Kolb, 1984).

It is recognised that the unique and complex combination of knowledge, skills and individual characteristics (Desimone & Garet, 2015; Opfer & Pedder, 2011), including individual histories, experience and beliefs, brought to professional learning opportunities, influence the learning that can occur (Day, 1999; Timperley & Alton-Lee, 2008; Woodard,

2015). Effective participation in professional learning requires teachers to engage cognitively and emotionally with available learning opportunities (Avalos, 2011; Leitch & Day, 2001; van Veen & Lasky, 2005). Interacting individuals' emotional and cognitive features and inter-related sense of self and beliefs about teaching moral purpose (Hargreaves, 1998, 2001; van Veen et al., 2005), influence inclinations to participate in professional learning for changed practice (Kelchtermans, 2005; Korthagen, 2017). These interrelated features can be highlighted and challenged at times of practice reform (Lasky, 2005).

Cognitive and emotional engagement. Teachers engage intellectually and emotionally with professional learning opportunities (Day et al., 2005; Hargreaves, 2001) to update and build upon existing teaching and teacher knowledge and skills, and reflectively examine their existing, underlying beliefs and understandings about practice (Leitch & Day, 2001; Ling & Mackenzie, 2015). Professional learning engagement is influenced by interactions of teacher emotions, context and practice reform efforts (van Veen et al., 2005). Teacher emotions are complex, personal and dynamic feelings and reactions, influenced by individual beliefs, values, identity and personality characteristics, occurring through interaction with others, within social, cultural and political contexts (Fried et al., 2015; Hargreaves, 2000). Emotional reactions are activated at times of impending change, (Kelchtermans, 2005; van Veen et al., 2005) and teachers draw on developed, existing emotional understandings when responding to practice reform initiatives (Avalos, 2011; Hargreaves, 2005). Individual teacher emotional features influence professional learning experiences (Leitch & Day, 2001; Opfer & Pedder, 2011), and vary across contexts and a teacher's career (Day, 1999; Hargreaves, 2005). Participation in professional learning and teacher emotional selves interact reciprocally during professional learning, influencing the learning that occurs, as well as participation in future learning opportunities (Day, 1999; Gaines et al., 2019). Interactions of teacher emotions and identity can influence individual response to changing environments and associated engagement with professional learning (van Veen & Lasky, 2005). A closer look at teacher identity theory can illuminate understanding of ways individual, multifaceted, mutable identities influence teacher professional learning.

***Teacher Identity Theory*.** Teacher identity is conceptualised as complex, multifaceted and constantly changing (Beijaard et al., 2004; Cardelle-Elawar et al., 2007; Kelchtermans & Vandenberghe, 1994; Tran & Nguyen, 2015). Described as an individually formulated coherent sense of self, undergoing constant, conscious and unconscious reshaping (Rodgers & Scott, 2007), individual identity is the way teachers see, define and recognise themselves,

and present themselves to others (Gee, 2001; Lasky, 2005; MacLure, 1993). Understandings of individual professional selves are formulated from many, interacting, personal and professional features (Coldron & Smith, 1999; Day et al., 2005; Day et al., 2006; Tran & Nguyen, 2015). Multiple understandings of teacher self and roles, emerge from and interact with, varied, contextual characteristics and practices (Gee, 2001; Hsieh, 2014; Kelchtermans & Vandenberghe, 1994; Rodgers & Scott, 2008).

Teacher identities continually grow and change, through interactions with varied environments and ongoing critical reflections on experiences and sense of self. The unique blend of personal and professional characteristics, teaching experiences and daily teaching lives, influence continuing formation and re-formation of teacher identity (Beijaard et al., 2004; Buchanan, 2015; Coldron & Smith, 1999; Day et al., 2006; Hsieh, 2014; Olsen, 2008). Continually changing, local and systemic, social and political contextual features influence career-long re-formation of self-understandings (Buchanan, 2015; Coldron & Smith, 1999; Day et al., 2005; Lasky, 2005; Olsen, 2008). Teachers engage in ongoing reflections on existing beliefs and understandings of self and practices in relation to teaching experiences, for continually reconstructing identities (Cardelle-Elawar et al., 2007; Ottesen, 2007; Rogers & Scott, 2008). Identities are reformulated through continually interrogating curriculum and pedagogical practices (Coldron & Smith, 1999; Lasky, 2005), and reflections on moral purpose of teaching and education (Bosso, 2017; Hargreaves, 1998; van Veen et al., 2005). Questioning individual sense of right and wrong, and understandings of positive and negative activity in relation to others, impact continually changing teacher identity (Coldron & Smith, 1999; Lasky, 2005).

Secondary teachers' identities are linked with the subject(s) they teach (Day et al., 2006; Lasky, 2005; Lijun & Guzdial, 2012). Individual teacher identification and valuing of self as a teacher of a particular subject is influenced by their existing beliefs about that subject and their experiences teaching it (Lasky, 2005; Lijun & Guzdial, 2012). How the subject is placed and seen within the school and organisational hierarchy influences teacher identity (Day et al., 2006; Paechter & Head, 1996). The presence, culture, pedagogical practices and support of a school subject department influence individual teacher identity formation and continuing reconstruction (Coldron & Smith, 1999; Lijun & Guzdial, 2012).

Individual identity influences ways teachers respond to surrounding policy and preferred ways of enacting teaching and being a teacher (Buchanan, 2015) and can be challenged at times of reform efforts (Day & Smethem, 2009; Lasky, 2005). Compatibility of individual, existing identity with proposed change, influences teacher engagement with

reform effort and inclinations to participate in available professional learning opportunities (Buchanan, 2015; Mockler, 2013; van Veen et al., 2005). A reciprocal relationship exists between teacher identity and professional learning, with professional learning experiences contributing to continuing identity reconstruction, and existing, developed identity influencing professional learning engagement (Mockler, 2013).

Changing educational environments can challenge the reciprocally related teacher identity and sense of agency (Lasky, 2005), influenced by compatibility of existing practice and beliefs, and proposed reforms (Buchanan, 2015; Geijsel et al., 2009). Agency is conceptualised as the action teachers can take within their surrounding context (Buchanan, 2015) and is driven by individuals' beliefs about the level of influence they have over what happens in their daily lives (Bandura, 1989). Occurring in the present, within, and affected by particular environments, teacher agency is influenced by individuals' professional knowledge, skills, beliefs and values developed through past experiences, while looking to the future (Biesta et al., 2015). It is complex and dynamic, developing through interaction of teacher individual characteristics and sense of purpose, with features of the surrounding environment (Day et al., 2006). Teacher agency is important in supporting deep professional learning (Hargreaves, 2003: Sachs, 2007), enhances teacher well-being, and contributes to individual resilience and commitment to transforming practice (Day & Gu, 2007). Existing agency may be challenged and redefined at times of school reform efforts (Lasky, 2005) with alignment of organisational goals and individual, personal goals, influencing sense of agency, and learning engagement (Geijsel et al., 2009). It is important that a balance can be found between teacher accountability and agency in relation to professional learning participation, with exercise of agency within changing contexts contributing to meaningful professional learning (Webster-Wright, 2009).

Agentic practices of teachers planning and reviewing their own learning (Cameron et al., 2013) can help build teacher efficacy, leading to deeper professional learning (Day, 1999; Flint et al., 2011). Teacher self-efficacy is described as individual sense of ability to be effective and can influence teacher commitment to reform efforts (Bosso, 2017). Self-efficacy can influence teacher motivation to participate in professional learning (Avalos, 2011; Geijsel et al., 2009) and can be further developed through professional learning participation (Schleicher, 2016). Both motivation and self-efficacy are contributing factors to teacher readiness for learning (Keramati et al., 2011; Warner et al., 1998).

State of readiness is considered an important influence on teacher professional learning (Day, 1999; Hung, 2016; Nias et al., 1992; Stenhouse, 1975). Individual

characteristics, ability and attitudes influence readiness to self-direct professional learning and take charge of learning action (Wiley, 1983). Learner readiness develops through interaction of individual ability and motivation, with available learning opportunities within a context, and influences the learning that can occur (Grow, 1991). Teacher cognitive and emotional development, career stage, experience and role development, influence individual readiness for learning within different contexts (Day, 1999). Individual readiness to participate in available learning opportunities influence learning engagement and possible learning (Nias et al., 1992; Stenhouse, 1975). With both school and teacher readiness considered necessary for implementing changed practice (Day, 1999), school principals are encouraged to recognise and promote teacher readiness for participation in relevant professional learning opportunities and to take responsibility for their own professional learning and development (Leithwood, 1992). Willingness to explore and participate in available learning opportunities (Fisher et al., 2001) and to take responsibility for managing their own learning are important for effective, adult, self-directed learning (Hung et al., 2010; Teo et al., 2010).

In this section, I discussed various features influencing learning engagement, and explored teacher identity theory as relevant to teacher learning. In the next section, I present teacher, personally-meaningful learning experiences.

Personally-meaningful Professional Learning

Research informs there are many ways for teachers to participate in personally-meaningful, practice-informing professional learning experiences (Cameron et al., 2013; Day, 1999; Doecke et al., 2008; Hargreaves, 2003; Kennedy, 2014; Ling & Mackenzie, 2015). Teachers can self-direct learning action to meet self-determined needs informing immediate and ongoing practice (Beatty, 2000; Flint et al., 2011; Lopez & Cunha, 2017; Slavit & McDuffie, 2013; Weir, 2017). They can engage with learning individually or collectively, purposefully or incidentally, on- or off-site, formally or informally (Cameron et al., 2013; Day, 1999; Doecke et al., 2008; Webster-Wright, 2015; Woodard, 2015). Individual teachers can critically reflect on practice and underlying beliefs (Day, 1999; Hargreaves, 2003; Ling & Mackenzie, 2015; Webster-Wright, 2009)) and can participate in collective, critical enquiry into local practice for ongoing learning informing improved practice (Butler & Schnellert, 2012; Darling-Hammond & Richardson, 2009; Hargreaves, 2003). Teachers working in contemporary, increasingly regulated, education environments can find alternative opportunities to conduct professional learning to meet self-determined, personal learning needs informing their practice (Aharonian, 2019; Cameron et al., 2013; Leonard, 2015; Parr

et al., 2020). Contemporary blurred boundaries of personal and professional lives and spaces, enable professional learning action drawing on, and occurring, across a range of personal and professional contexts (Aharonian, 2017; Opfer & Pedder, 2011; Woodard, 2015).

Self-directed, Reflective Learning. Teachers can engage in self-directed learning, individually or collectively, to inform practice and teacher growth. Teachers can initiate, direct and sustain their own learning in individually-specific ways for improved practice (Slavit & McDuffie, 2013). They can select personally-relevant and practice-appropriate learning focus (Flint et al., 2011; Lopez & Cunha, 2017), and combine varied formal and informal learning activities in self-directed learning action (Weir, 2017). They can experience personally-meaningful learning through self-driving, individual (Slavit & McDuffie, 2013) or collective enquiry into existing practice (Lopez & Cunha, 2017; Weir, 2017). Developing self-initiated, professional learning communities, for collectively investigating local practice gives teachers flexible learning opportunities for personally-relevant knowledge development (Darling-Hammond, 2004; Stewart, 2014). Selecting to participate in ongoing, shared collegial reflections on practice enables continuing teacher growth and understanding of teacher-selves (Beatty, 2000; Flint et al., 2011).

Reflections. Teachers engage in ongoing, individual reflections in-, on- and about-practice for personally-meaningful professional learning (Kwakman, 2003; Ling & Mackenzie, 2015, Mulcahy, 2012). Teacher reflection have a powerful impact on teacher learning, enabling growth of teacher and teaching knowledge (Argyris & Schön, 1974; Day, 1999; Schön, 1983). Engagement in ongoing reflective thinking enables development of new ideas, through serious consideration of practice, for continuing, valuable learning and renewed action (Dewey, 1933). Teachers engage in rapid, situation-specific, reflection-in-action, occurring amid teaching, as well as the more deliberate, pre- or post-teaching reflection-on-action, for problem solving leading to deep learning (Schön, 1987). Further reflection-about-action can add another dimension to teacher reflective practice through critically questioning underlying assumptions driving practice (Day, 1999). Teacher reflection occurs at two different levels: considering practice in changing circumstances from within dominant discourses and contextually-specific accepted practices (single-loop learning); or critical reflection – identifying underlying assumptions for interrogation and re-assessment to reformulate teaching theory and practice (double-loop learning) (Argyris & Schön, 1974). Through experiencing practice and reflecting on both practice and the experience of practice (Webster-Wright, 2009), teachers actively question their practice and challenge assumptions influencing practice (Day, 1999; Hargreaves, 2003), enabling deep

learning and transformed practice (Ling & Mackenzie, 2015; Webster-Wright, 2009). Constantly incorporating new ideas and knowledge into practice, while observing and reflecting on changing practice, enables continual regeneration of practice and knowledge (Woodard, 2015).

Engaging in collaborative, ongoing personally-meaningful learning opportunities, with on- and off-site colleagues, enables reflective investigations and practice sharing (Cameron et al., 2013; Doecke et al., 2008; Ling & Mackenzie, 2015). Colleagues actively engage in locally-focussed, problem-solving within their own schools (Butler & Schnellert, 2012; Darling-Hammond & Richardson, 2009). They participate in continuing, collegial conversations, interrogating practice and underlying beliefs (Hargreaves, 2003; Musanti & Pence, 2010; Webster-Wrights, 2015) and critically reflect on practice and professional learning (Bolam et al., 2005; Kemmis, 2005; Stoll et al., 2006). Engaging in critical reflection and dialogue about teaching practice in dynamic, inclusive professional learning communities enables consideration of existing personal and professional values driving practice (Day, 1999; Musanti & Pence, 2010). Critically examining their sense of purpose and moral vision of teaching enables deep learning likely, contributing to sustainable improved practice (Darling-Hammond & Richardson, 2009; Hargreaves, 2003). Reflection and practice sharing in workplace located learning communities, enable construction of locally-specific knowledge for transformed practice (Hardy, 2010; Kennedy, 2014; Musanti & Pence, 2010; Webster-Wright, 2009).

Extended, Deep Learning. Learning can extend beyond immediate working environments, through teachers in professional learning communities calling on external resources and networking across sites. Teachers draw more broadly on resources and external expertise to inform local enquiry as deemed appropriate (Bolam et al., 2005; Butler & Schnellert, 2012; Stoll et al., 2006). Working as, and with, researchers to investigate practice, enables teachers to question perceptions of acceptable and valued practice, as well as policy and theory driving practice (Ling & Mackenzie, 2015). Generative professional learning experiences are possible through teachers engaging with dynamic, collaborative networks beyond their schools and across educational (Reid & O'Donoghue, 2004) and business systems (Doecke et al., 2008). Colleagues drawn together through a common interest or concern, interacting in agreed ways over a period of time to share practice, experience and knowledge, can generate new knowledge through continual learning and sharing (Wenger et al., 2002). Continuing dialogic interaction with a range of peers in subject-specific networks,

sharing personal stories and reflecting on practice and personal learning, enables profound, creative professional learning experiences (Parr & Bulfin, 2015).

Teacher learning occurs beyond traditionally recognised boundaries as individuals draw on and integrate personal and professional experiences for deep learning. Teacher learning can occur in unexpected ways and spaces (Aharonian, 2017; Woodard, 2015), with initially-unrecognised, personally-meaningful learning arising from teacher daily work (Day, 1997). In the contemporary, complex and busy world of teachers lives, it is becoming increasingly difficult to delineate between teacher personal and professional lives (Day et al., 2006). Recognising interconnections between teacher work and personal, private and public lives makes it more difficult to set clear boundaries around teacher learning experiences (Woodard, 2015). The influence of the interplay of teacher personal and professional lives and characteristics on inclination to participate productively in professional learning opportunities is becoming more evident (Day & Gu, 2007) as teachers increasingly seek professional learning that has personal and professional relevance and contributes to both personal and professional growth (Cameron et al., 2013; Mockler, 2011). Teachers draw on personally-significant interests and pursuits in out-of-school actions and experiences for powerful professional learning inform practice (Aharonian, 2017; Woodard, 2015).

At a time when teacher professional learning is recognised as complex and multifaceted (Doecke et al., 2008; Opfer & Pedder, 2011), and teachers are required to participated in a stipulated number of hours of professional learning action within a set timeframe (VIT, 2020), various options are presented for teachers to meet set requirements (Cole, 2012). While many teachers continue to participate in traditional forms of professional development (Leonard, 2015; Macia & Garcia, 2016), others are seeking alternative ways of engaging in generative professional learning (Hunt-Barron et al., 2015; Prestridge, 2019). Professional interaction using online technologies, including social media platforms, is suggested as one way teachers may engage in effective, transformative professional learning (Davis, 2015; Goodyear et al., 2014; Kelley & Antonio, 2014; Prestridge & Tondeur, 2015; Rodesiler et al., 2014; Wesley, 2013).

Teachers Using Online Spaces for Professional Learning

Teacher use of Facebook for professional learning sits within the wider context of teacher learning using a range of online spaces, including other forms of social media. Knowledge about teachers using other online spaces emerges from research, with some knowledge about English teachers using online networks and various social media for professional learning. I will present existing knowledge relevant to my study about teachers

using online spaces other-than-Facebook for professional learning, and specific knowledge about English teachers using online networks and social media for this purpose.

Understanding has developed that online platforms provide particular spaces for unique and valuable, self-directed, non-linear, informal, personalised professional learning (Gee, 2004; King, 2011; Prestridge, 2019). It is argued, that using online spaces provides teachers with alternative, more-effective learning experiences than traditional, standardised, professional development sessions (Carpenter & Krutka, 2015; Duncan-Howell, 2008; Prestridge, 2017; Prestridge & Tondeur, 2015; Tour, 2017; Trust, 2016). Teachers can balance engagement in formal professional learning with informal learning opportunities available in online spaces according to personal needs and preference (Greenhow & Lewin, 2016; Prestridge, 2019). Using online spaces for informal learning enables teachers to connect with colleagues of their choice (Carpenter & Krutka, 2015; Tour, 2017; Visser et al., 2014) at times and places convenient to them (Davis, 2015; Ekoç, 2020; Prestridge, 2016; Wesley, 2013).

Informal online learning offers teachers flexible, open-ended options for engaging in personally-interesting activities (Beach, 2017; Carpenter & Krutka, 2014), including opportunities for critical reflections contributing to improved practice (Davis, 2013; Macia & Garcia, 2016; Prestridge & Tondeur, 2015). Teachers individually draw on available ideas and information, selectively filtering and curating new knowledge for application to classroom practice (Lantz-Andersson et al., 2018; Tour, 2017; Trust, 2016; Trust et al., 2016). They engage with a range of online platforms to develop personally-specific, professional learning networks, in personally-appropriate ways, for self-directed professional learning meeting self-determined learning needs (Prestridge, 2019; Trust, 2012; Trust & Prestridge, 2020). Combining online and face-to-face learning interactions contributes to enhanced professional learning for changed practice (Prestridge, 2009; Trust & Horrocks, 2017).

English Teachers

Knowledge emerges from studies of English teacher use of various online spaces for professional learning. These teachers report experiencing transitional and transformative professional learning through strategically engaging with a range of self-selected, online spaces in individually unique ways (Woodford & Southcott, 2018). They use personally-preferred online spaces to engage with appropriate others, beyond their immediate environment, for informal, self-directed learning around a particular topic or teaching focus to meet self-determined learning needs (Booth, 2012). They use online spaces including

blogs, Twitter and social networking sites to share practice and reflections on existing approaches to teaching writing and reading for changed classroom practice (Hunt-Barron et al., 2015; Rodesiler & Pace, 2015). English teachers use a number of online spaces to engage in generative collegial discussions with distant peers, sharing locally-developed resources and practice for collaborative problem solving (Booth, 2012; Rodesiler, 2015). They use blogs to engage with known colleagues in collaborative collegial enquiry and knowledge construction (Ciampa & Gallagher, 2015) and use Facebook in ongoing, on-site collegial interrogation of existing practice for reforming practice (Woodford & Southcott, 2018). Teachers personally engaging with online texts can enhance their understanding of English subject content, generate critical reflection on existing approaches, and influence changed practice (Hicks & Turner, 2013; Rodesiler & Pace, 2015).

Studies of teachers – including, but not exclusively English teachers – using online spaces, yield knowledge about this form of professional learning. These teachers use varied online spaces to connect with an extended range of peers with like interests, and access varied resources for personalised, informal learning (Carpenter & Krutka, 2014; Duncan-Howell, 2010; Tour, 2017). They are more likely to connect with colleagues and experts on social media platforms when recommended by trusted others (Alderton et al., 2011). They engage in varied learning conversations and practice- and idea-sharing in online communities (Duncan-Howell, 2008), applying learning to immediate, local classroom teaching (Duncan-Howell, 2009, 2010; Vavasseur & MacGregor, 2008). These teachers enhance professional learning through combining online discussions with face-to-face learning interactions (Henderson, 2006; Tour, 2017). Reflecting on ideas and shared-practice encountered in online spaces, they interrogate existing beliefs driving practice for enhanced professional learning and teacher growth (Alderton et al., 2011; Tour, 2017).

Teacher Learning Action and Experiences

Understandings arising from research about the learning experiences of a range of teachers using various online spaces for professional learning are relevant to my study. It emerges that teachers interact with online spaces in various ways and for different purposes (Prestridge, 2019; Trust, 2017; Trust & Prestridge, 2021), influenced by individuals' characteristics, perceptions and motivations (Beach, 2017; Goodyear et al., 2014; Prestridge, 2009, 2019; Trust, 2016). They participate in processes of knowledge-sharing and -creation using online spaces such as Edmodo (Trust, 2016), Twitter (Carpenter & Krutka, 2014, 2015; Davis, 2015; Trust & Prestridge, 2021; Visser et al., 2014; Wesley, 2013) and blogs (Huei-Tse et al., 2009; Prestridge & Tondeur, 2015; Zandi et al., 2014). They experience multi-

directional, interrelated stages of professional learning through interacting with various online spaces (Krutka et al., 2016; Trust & Prestridge, 2020).

Teachers engage with online spaces in different ways influenced by personal and teacher characteristics, and features of the space (Prestridge, 2016, 2019; Trust, 2017; Trust & Prestridge, 2020). Many teachers engage seemingly passively, consuming resources and observing collegial conversations and interactions (Kelly & Antonio, 2016; Prestridge, 2009, 2017; Prestridge & Tondeur, 2015). Passive, or non-visible use of online spaces, known as lurking (Hur & Brush, 2009), renders understandings about actual learning experiences elusive and unclear (Petti & Triacca, 2013; Rutherford, 2010). Others engage more visibly in varying degrees, making specific requests for information and collegial feedback (Prestridge, 2019; Trust, 2017), or contributing resources and engaging in constructive collegial conversations (Prestridge, 2016, 2017; Trust & Prestridge, 2020). Although there are concerns expressed about low levels of teacher active participation in online learning spaces, it appears they experience learning according to changing needs and circumstance, through varied forms of participation (Prestridge, 2009, 2016; Trust & Prestridge, 2021). While common lurking behaviour in online spaces is complex and difficult to define, it is increasingly seen as a legitimate form of online learning (Bozkurt et al., 2020).

Interacting teacher individual ability and disposition, inquisitiveness and readiness to engage in self-directed learning, influence participation in available online learning opportunities and learning experienced (Hung, 2016; Prestridge, 2019). Existing familiarity with social media may predispose teachers to using them for professional learning (Goodyear et al., 2014; Prestridge, 2016), and individual existing beliefs about potential learning opportunities in these spaces influence inclinations to use these platforms for professional learning (Prestridge, 2019; Sumuer et al., 2014; Veletsianos et al., 2013). Teacher perceptions of an online site's credibility, and resource authenticity (Trust, 2016) influence likelihood of entering a space seeking learning opportunities (Beach, 2017). Self-determined learning goals motivate teachers to initiate interactions with online spaces, alert to identifying specific knowledge to meet identified learning needs (Krutka et al., 2016; Prestridge & Tondeur, 2015; Trust, 2016; Trust & Prestridge 2021). Teachers' purposes for entering online spaces influence the type of learning opportunities identified and activated for engagement (Trust et al., 2016; Trust & Prestridge, 2020), and individual capacities and inclinations influence continuation of the learning process (Krutka et al., 2016; Petti & Triacca, 2013).

Upon entering an online space teachers engage with the site and available content seeking relevant learning opportunities (Alderton et al., 2011; Trust, 2016; Visser et al.,

2014). They peruse selected spaces to understand available content and assess its suitability for their identified learning needs (Beach, 2017; Tour, 2017). They discover new ideas and resources through interacting with available content and varied colleagues in the space (Alderton et al., 2011; Davis, 2015; Krutka et al., 2016). Establishing connections between content and professional learning needs, teachers curate knowledge through collecting and organising selected content (Trust, 2016; Wesley, 2013). They engage with relevant content on the site, (Beach, 2017), or through following links (Davis, 2015; Krutka et al., 2016), or save content for later retrieval and engagement (Tour, 2017; Trust, 2016).

Teachers report modifying content to adapt it to teaching and teacher practice (Beach, 2017; Trust et al., 2016). They connect new knowledge with varied student needs, and with existing resources to develop new, locally-relevant teaching approaches (Beach, 2017; Trust, 2016). Engaging with new ideas and opinions in online spaces enables interrogation of existing practice to reshape and reconstruct classroom practice and grow understandings of teacher role and daily work (Davis, 2015; Trust et al., 2016). Teachers critically apply identified new knowledge to teaching, experimenting and reflecting on changing teaching in the continuing development of new teaching approaches (Krutka et al., 2016; Prestridge, 2014; Trust, 2016). The learning process continues as teachers reflect on learning experience and perceived influence on their practice to inform decisions about future learning engagement (Beach, 2017; Prestridge & Tondeur, 2015). Evaluation of their progress in meeting self-determined learning goals contributes to their determination of further learning needs and plans for learning engagement (Trust, 2016). Continuing reflections on changed practice, individual learning and teacher growth enable ongoing processes of identifying learning needs, for seeking, accessing and engaging with further learning (Beach, 2017; Krutka et al., 2016; Trust et al., 2016).

In this chapter, I presented and discussed teacher use of online spaces for professional learning, set within broader, contemporary understandings of teacher professional learning, referring to teacher identity theory, to deepen and extend understanding of teacher learning. For this thesis, professional learning is defined broadly, encompassing varied, personal and professional, individual and collective, activities and experiences contributing to individual teaching and teacher knowledge growth and development. I expounded ways conceptualisations of effective learning influence expectations around learning participation and teacher learning action. I explored intricate interactions of contextual features, available learning opportunities, and individuals' characteristics influencing learning engagement and experiences, and presented ways teachers experience extended and deep learning through

personally-meaningful, self-directed action. Presenting ways teachers use online spaces for professional learning, and existing knowledge about English teachers engaging in this practice, establishes the broader context for discussion of teachers using Facebook for learning. In the next chapter, I review literature about teachers using Facebook for professional learning

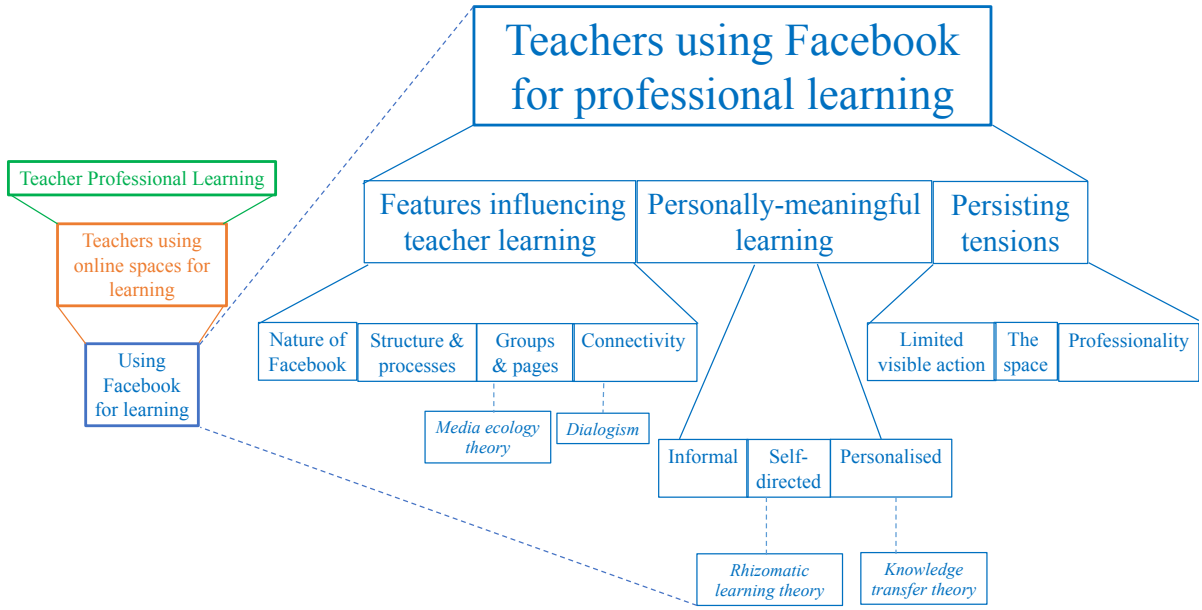
Chapter 3

Literature Review, Part Two: Teachers Using Facebook for Professional Learning

In this second part of my literature review, I discuss existing knowledge, central to my study, about teachers using Facebook for professional learning (Figure 3).

Figure 3

Literature Review Part 2



Teacher use of Facebook is increasingly attracting attention and emerges as a complex and contested, contemporary topic. Since this is the focus of my research, I incorporate discussion of relevant theories where appropriate, for broader and deeper exploration of my topic and more extensive understanding of existing knowledge informing my research.

Teachers Using Facebook for Professional Learning

Facebook is suggested as an online space that teachers can use for engaging in professional learning (Kelly & Antonio, 2016; Manca & Ranieri, 2016; Rutherford, 2010; Selwyn & Stirling, 2016). Ubiquity of Facebook use in our society, and teacher existing understanding and use of this form of social media, contribute to perceptions of its suitability for professional learning (MMS Education, 2012; Rensfeldt et al., 2018; Staudt et al., 2013; Sumuer et al., 2014). The Facebook platform is reported as providing a new and different space for teachers to engage with professional learning in unique ways (Goodyear et al., 2014; Homan, 2014; Kent, 2018; Lantz-Andersson et al., 2017; Robson, 2016). Teachers take charge of their own learning, engaging in timely, self-directed, flexible and informal interactions, for personally-relevant learning, informing teaching and teacher practice

(Bissessar, 2014; Ekoç, 2020; Goodyear et al., 2014; Kent, 2018; Rutherford, 2010; van Bommel et al., 2020). Concurrently, various tensions persist around teachers using this form of social media, with questions continuing about professionality of teachers using this space and suitability of the structure and processes of Facebook for use in professional learning (Belch, 2012; Carter et al., 2008; Ellaway et al., 2015; Rensfeldt et al., 2018; Robson, 2016).

Features Influencing Teacher Learning

This highly popular form of social media (Cheung et al., 2011; Wang et al., 2012) is commonly used by teachers in our contemporary society (Ekoç, 2020; Kent, 2018). Their familiarity with Facebook suggests possibilities for its use in professional learning (Rensfeldt et al., 2018; van Bommel et al., 2018). The nature of online spaces is known to influence professional learning options (Gee, 2004; Homan, 2014; Robson, 2016). Easy, convenient, low-cost accessibility make Facebook an attractive option for use in teacher learning (Bett & Makewa, 2018; Macia & Garcia, 2016). The platform offers a range of features, enabling practice informing, proactive and responsive learning interactions (Meishar-Tal et al., 2012; Palmquist & Barnes, 2015; Pilgrim & Bledsoe, 2011; Rego, 2011; Robson, 2016; Staudt et al., 2013). The proliferation of teacher and teaching groups and pages available through Facebook provide many opportunities for professional learning engagement (Kent, 2018; Pilgrim & Bledsoe, 2011; van Bommel et al., 2020; Yildrim, 2019), and connectibility options, provide a range of learning experiences in a range of spaces (Homan, 2014; Palmquist & Barnes, 2015; Petti & Triacca, 2013; Staudt et al., 2013). Using Facebook can complement, and enhance other forms of learning (Cunha Junior et al., 2016; Goodyear et al., 2014; Rutherford, 2010).

The Nature of Facebook. Facebook enables learning interactions and conversations moving beyond restrictions of the physical world (Palmquist & Barnes, 2015). The informal and non-local nature of the Facebook space contributes to impressions that it offers teachers a non-confronting, personally-safe learning option (Mercieca & Kelly, 2018; Patahuddin & Logan, 2015), suitable for collegial conversations including practice-relevant questioning and idea sharing (Palmquist & Barnes, 2015). Asynchronous communication enables time- and needs-convenient teacher engagement in learning activities (Kent, 2018; Trust, 2012). Facebook use can be integrated with other real-life and online spaces in learning action (Homan, 2014), with teachers increasingly including social media platforms in their personal learning networks for informal, self-driven learning (Ekoç, 2020; Greenhow & Lewin, 2016; Krutka et al., 2016; Lantz-Andersson et al., 2018). Understanding the way Facebook works,

enables use of its spaces and features for personally-meaningful, teacher professional learning (Homan, 2014; Patahuddin & Login, 2015).

Structure and Processes. Creating a Facebook account gives teachers access to constantly updating, varied and plentiful information, displayed on newsfeeds on their homepages (DeVito, 2016; Ellison & Boyd, 2013; Gerson et al., 2017; Yuen et al., 2018). The dynamic content display, influenced by Facebook's algorithm actions, featuring most recently contributed, or reactivated content, at the top pf the page (Wang et al., 2012), is also influenced by teacher interaction with the platform (Pilgrim & Bledsoe, 2011; Rego, 2009). Designed as a social networking site, Facebook encourages users to establish a personal presence, and form a network of contacts (or friends) for ongoing interaction (Lampe et al., 2007; Sumuer et al., 2014). Teachers use Facebook's 'friending' feature to select colleagues as contacts for informal learning interactions (Homan, 2014; Rashid, 2018). Viewing contacts' activity on the platform extends the variety and quantity of content available to individual users (Bosch, 2009; Cheung et al., 2011; Hew, 2011). Teachers can consume, interact with, or produce content (Ellison & Boyd, 2011), through sharing information (posting), creating and publishing content in text documents, or uploading and redistributing education-related articles as pdfs (Meishar-Tal et al., 2012). They comment in writing, responding to contacts' posts (Ellison et al., 2007; Urista et al., 2009) or select from a range of symbols (or icons) to indicate simple and speedy reactions to the information (Rashid, 2018; Ross et al., 2018). Clicking the 'like' symbol, or commenting, are used to encourage continuing collegial conversations (Rashid, 2018), or register interest in particular content, to encourage further learning opportunities (Pilgrim & Bledsoe, 2011; Rego, 2011; Robson, 2016). Teachers use the features of sharing or tagging, for continuing information distribution (Cain, 2008; Ellison & Boyd, 2013), alerting collegial 'friends' to selected content (Pilgrim & Bledsoe, 2011; Rego, 2009). Using the messenger feature enables focussed, continuing, private, individual interaction with selected colleagues (Sumuer et al., 2014; Yuen et al., 2018). Accessing the platform's groups and pages features provides opportunities for varied professional learning interactions (Petti & Triacca, 2013; Robson, 2016). Such interactions with tools and practices inherent to the Facebook platform enable dynamic possibilities for meaning making and sharing (Milberry, 2016; Postman, 2003; Stephens, 2014). As a form of media, its technological features mediate teacher-users' meaning making options (Erixon, 2010; Säljö, 2010). This suggests that discussing media ecology theory can inform understandings of the particularities of teacher interactions with this platform, and its features, for unique learning opportunities.

Media Ecology Theory. Media ecology examines the interrelationship of humans and media, and mutual, continual reshaping of user behaviours and media forms arising from their ongoing interactions (Logan, 2007; Scolari, 2012). It is concerned with the influence of media use on human societies and cultures, including everyday practices, thinking and beliefs (Levinson, 2003; Logan, 2016), and user influences on shaping media through continuing interactions (Milberry, 2016; Postman, 2000; Stephens, 2014). Media are broadly understood to include a wide range of human-constructed, communication and non-communication tools for meaning making (McLuhan, 1964). They exist as various physical and abstract environments, or structures, humans use to make sense of their worlds (Lum, 2014; Milberry, 2014). Forming their own environments, they structure user interactions and sense making (Lum, 2014; McLuhan, 1964; Postman, 2003; Stephens, 2014), while continually changing in response to human use (Logan, 2007; Scolari, 2012). Interactions of different media forms develop ecosystems (Logan, 2016), with each newly introduced media changing interactions and existing landscapes, altering possibilities for communication and meaning making (Gamaleri, 2019; Islas & Bernal, 2016).

Media ecology theory is concerned with the environments humans use for sense making through, and in communication (Lum, 2014), and the effects human users make on those environments (Postman, 2003; Scolari, 2012). This theory enables interpretations of human learning and sense of knowing using technologies, in relation to features of the particular technologies used, user agency in the activity, and the relationship between the technologies and users (Erixon, 2010; Säljö, 2010). Media ecology theory considers the complex interrelationships of humans, technology, media, societies and cultures, and the influence on each component through their interactions (Islas & Bernal, 2014; Logan, 2007; Milberry, 2016).

Communication media include spoken and written words, as well as a range of tools designed to convey information for human meaning making (Logan, 2016). User interactions using various symbols, practices and tools, influence growth and change in social and cultural norms and practices within populations (Postman, 2003). Ongoing, interrelated, dynamic human and communication media interactions enable continually changing user actions, understandings and possibilities (Milberry, 2016; Postman, 2003; Stephens, 2014), as well as continual development and reformation of the media (Gamaleri, 2019; Islas & Bernal, 2016).

The advent of new technologies generates different understandings of media ecology, fore-fronting the importance of communication (Levinson, 2003). New technological media enable changed and extended social and cultural practices, language and thinking (Gamaleri,

2019; Islas & Bernal, 2016; Logan, 2016; Milberry, 2016; Scolari, 2012; Stephens, 2014). Incorporating new technologies into daily lives, and less formal interaction style used with these new media, contribute to reducing distinctions between work and leisure time and activities (Levison, 2003; Logan, 2016). Delineations between humans and machines become blurred, with machines seen as consumers and constructors of content (Stephens, 2014).

Facebook Groups and Pages. Much of the knowledge about teacher professional learning using Facebook emerges from research investigating teachers joining and engaging with Facebook groups (Lantz-Andersson et al., 2017; Liljekvist et al., 2017; Rutherford, 2010). Easily-created, Facebook groups offer professionals with common interests, opportunities to connect for ongoing interactions for informal learning (Bett & Makewa, 2018; Gray et al., 2010; Meishar-Tal et al., 2012) in a space enabling collaboration, discussion and ongoing collegial support (English & Duncan-Howell, 2008; Kelly & Antonio, 2016; Liljekvist et al., 2020; Mercieca & Kelly, 2018; Rutherford, 2010). Accessing these media spaces and using Facebook features enhances professional learning possibilities, through changing and extending collegial interactions and learning engagement opportunities (Gamaleri, 2019; Islas & Bernal, 2016; Logan, 2016; Milberry, 2016; Stephens, 2014).

Group members share links to articles and alert others to events and activities (Kent, 2018; Park et al., 2009). Teachers contribute and access a range of information and resources in groups (Petti & Triacca, 2013; Ranieri et al., 2012; Rensfeldt et al., 2018), engaging in practice-sharing and collegial conversations for collective problem solving (Lantz-Andersson et al., 2017; Palmquist & Barnes, 2015; Rutherford, 2010; Trust, 2012). Accessing same-year-level, or same-subject groups, enables specific, needs-relevant, collegial knowledge sharing (Liljekvist et al., 2020; Mercieca & Kelly, 2018; Palmquist & Barnes, 2015; Rutherford, 2010; Staudt et al., 2013), and new knowledge construction (Patahuddin & Logan, 2015; van Bommel et al., 2020; Yildrim, 2019). Facebook groups offer space for generative collegial conversations across a range of topics and issues (Lantz-Andersson et al., 2017; Rutherford, 2010; Staudt et al., 2013). Shared conversations enabling knowledge construction within, and arising from Facebook use, suggest dialogism theory can be used for interpreting teacher interactions using this social communication space for their professional learning. Considering the theory of dialogism is relevant to understanding teacher engagement in ongoing discussions in their use of Facebook for professional learning.

Dialogism. This theory constitutes knowledge as negotiated and constructed by individuals participating in contextualised, social interactions using dialogue (Bakhtin, 1981, 1986; Holquist, 2002; Nesari, 2015; Postholm, 2005). Development of dialogical spaces,

engaged through individual reflection, or in shared, collegial interactions, offers teachers opportunities for professional learning from critical reflection (Charteris & Smardon, 2014; Moate et al., 2019). Engaging in dialogue enables teacher agentic professional learning with opportunities for developing new perspectives on their practice and learning (Charteris & Smardon, 2014). Individuals use spoken or written language to formulate utterances (Postholm, 2005), directed towards, and accepted and interpreted by, receivers (Bakhtin, 1986). Utterance co-exist with speakers, operate within social contexts, and vary in form – including a single word, short phrase, sentence or block of text, or a long text (Bakhtin, 1986). They form part of a communication chain (Bakhtin, 1981, 1986; Holquist, 2002) enabling meaning making through mutual exchange of utterances representing many voices and expressing multiple perspectives (Nesari, 2015; Postholm, 2005). Dialogue can pause, resuming at any time through newly contributions to continuing threads of communication, enabling ongoing knowledge construction (Bakhtin, 1986).

Dialogue exists between spoken and written utterances, with interaction continuing over time, and individual, inner dialogue forming part of continuing utterances for meaning construction (Bakhtin, 1981; Holquist, 2002). Shared authority in dialogic learning enables respectful inclusion of many perspectives (Nesari, 2015), with the interplay of speakers and receivers within socio-cultural contexts enhancing meaning made (Bakhtin, 1981; Postholm, 2005). Allowing and hearing many voices enhances learning and contributes to knowledge construction (Nesari, 2015; Postholm, 2005). Developing understandings and responses interrelate, with contributed and internalised utterances enabling continuing, socially constructed meaning (Bakhtin, 1981; Holquist, 2002). Meaning made from speech or text within social contexts, enables emergence of alternative understandings, with contextual features influencing derived meanings (Nesari, 2015). Many opportunities for engaging in dialogue with peers and more informed others, including integrating shared reflections and collaborative analysis, enhance learning for improved practice (Postholm, 2005; Warwick et al., 2016).

Teachers participating in Facebook-group, ongoing, self-monitored respectful, constructive, professional, collegial conversations (Palmquist & Barnes, 2015; Rensfeldt et al., 2018), expressing opinions, and asking and answering questions (Kent, 2018; Park et al., 2009; Trust, 2012), demonstrate dialogic learning, extending over time and involving multiple voices (Bakhtin, 1981, 1986; Nesari, 2015; Postholm, 2005). Interacting with the whole group or with selected members (Rutherford, 2010), teachers seek and receive pragmatic advice (Kelly & Antonio, 2016; Mercieca & Kelly, 2018), share and comment on

information, resources and practice (Liljekvist et al., 2017; Ranieri et al., 2012). They develop and exchange professional knowledge using discussion threads in subject-specific Facebook groups (van Bommel et al., 2020) to inform individual and changing professional learning needs (Manca & Ranieri, 2016). Teachers report applying learning from Facebook-group participation to enhance classroom practice (Goodyear et al., 2014; van Bommel et al., 2020).

Following educational Facebook pages enables teachers to access practice-informing content, ideas and resources (Petti & Triacca, 2013; Pilgrim & Bledsoe, 2011; Robson, 2016; Staudt et al., 2013; Yildrim, 2019), and indicate interest in particular content using the like icon (Pilgrim & Bledsoe, 2011). Facebook pages are designed to distribute information about particular topics to followers (Staudt et al., 2013; Yildrim, 2019). Page organisers or administrators moderate the site's content, posting and updating relevant information about issues or topics for teacher consumption (Petti & Triacca, 2013). Teachers use Facebook pages to engage with personally-relevant content for learning, accessing up-to-date information and resources, with opportunities to explore current trends in education (Ekoç, 2020; Sumuer et al., 2014). Following teaching subject organisations' pages enables access to subject-specific information and resources for professional learning relevant to teaching practice (Pilgrim & Bledsoe, 2011; Robson, 2016).

Facebook Connectivity. Connectivity available through Facebook provides teachers with unique opportunities for personally-relevant learning, enabling access to a range of others, content, and other spaces. Teachers extend and deepen learning opportunities through developing individual and unique sets of connections, generating personalised ecosystems for communication and enhanced meaning making (Gamaleri, 2019; Islas & Bernal, 2016; Logan, 2016). They connect widely, accessing varied colleagues across geographic boundaries, for direct and extensive interaction with varied information, conversations and opinions (Ekoç, 2020; Staudt et al., 2013). Teachers access established, external groups and networks for extended collegial exchanges and support (Bissessar, 2014; Liljekvist et al., 2017; Mercieca & Kelly, 2018; Rashid, 2018) and to access resources and ideas beyond their local environments (Cunha Junior, 2016; Sumuer et al., 2014). Connecting broadly with same-subject, and across-subject colleagues, they participate in ongoing collaborative problem solving (Palmquist & Barnes, 2015; Ranieri et al., 2012). They connect to other online spaces, following links to access a range of information on the internet (Palmquist & Barnes, 2015; Petti & Triacca, 2013) and use Facebook features to redistribute varied, existing educational resources (Homan, 2014; Rensfeldt et al., 2018). Teachers use the

platform's features to connect with known colleagues with common interests, developing individually-structured, teacher-initiated, informal networks for practice-informing, information and idea sharing (Homan, 2014; Rashid, 2018; Rego, 2016; Sumuer et al., 2014). They alert local colleagues to various learning opportunities (Kent, 2018; Rego, 2009) and link individual knowledge built through interacting with Facebook spaces, with ongoing local collegial interactions to enhance practice-informing learning (Cunha Junior et al., 2016; Liljekvist et al., 2017).

Personally-meaningful Learning

Common use, and existing acquaintance with Facebook amongst teachers, provides many opportunities for informal, self-directed, personalised, professional learning engagement (Patahuddin & Logan, 2015; Prestridge, 2019; Rensfeldt et al., 2018; Staudt et al., 2013; Sumuer et al., 2014). Teachers interact with this social media platform, incidentally or purposefully, to experience personally-meaningful learning, meeting individual needs, goals and interests (Ekoç, 2020; Mercieca & Kelly, 2018; Patahuddin & Logan, 2015; Rashid, 2018). They can set their own personally-relevant learning focus, and selectively interact with this platform, in informal, self-driven, professional learning action (Rensfeldt et al., 2018; Rutherford, 2010; van Bommel & Liljekvist, 2016).

Informal, Self-directed. Online platforms offer teachers flexible, new and different ways to engage with varied resources and colleagues for personally-relevant, informal learning (Bissessar, 2014; Lantz-Andersson et al., 2017; Liljekvist et al., 2017; Macia & Garcia, 2016; Rutherford, 2010). Individual, internal motivation and willingness to explore learning opportunities contribute to knowledge building through self-directed learning (Fisher et al., 2001; Keramati et al., 2011; Warner et al., 2001). Engaging regularly with social media platforms provides teachers many opportunities for variable learning engagement, for meeting self-determined needs, within specific contexts (Greenhow & Lewin, 2016; Tour, 2017). It is suggested that the structure and processes of the Facebook platform encourage teachers into voluntary, informal, personally-meaningful learning (Patahuddin & Logan, 2015). Speed and ease of access enable learning interactions in personally-convenient times and places (Ekoç, 2020; Petti & Triacca, 2013), and merging of informal learning with daily work and interactions (Liljekvist et al., 2017). Using online platforms in this way, can deepen individual teacher reflection on practice, enhancing ongoing enquiry into existing practice (Macia & Garcia, 2016). Teachers experience timely, teacher and teaching support, through informal, professional discussions with appropriate colleagues, for meeting daily, teaching-

and teacher-life challenges (Bissessar, 2014; Lantz-Andersson et al., 2017; Liljekvist et al., 2017).

Teachers assume responsibility for their own professional learning using Facebook (Kent, 2018; Rensfeldt et al., 2018; van Bommel & Liljekvist, 2016), choosing the focus and self-directing participation (Ekoç, 2020; Rutherford, 2010; van Bommel et al., 2020). They appreciate opportunities to select personally-important learning and the manner of participation in learning action (Liljekvist et al., 2017). They welcome opportunities to access specific knowledge for application to immediate teaching (Bett & Makewa, 2018; Patahuddin & Login, 2015; Yildrim, 2019) and for developing understanding of teacher daily work (Rashid, 2018; Robson, 2018; Trust et al., 2016). Self-directed participation in social media spaces exposes teachers to diverse resources, ideas and opinions, broadening opportunities for interrogating their work and role (Trust et al., 2016). Teachers experience personally-specific teacher growth, and develop understandings of teacher selves from self-directed participation in generative interactions using Facebook (Rashid, 2018). Directing informal learning engagement, as and where convenient, teachers enact non-hierarchical, learner-managed, needs-specific learning (Clarke & Parsons, 2013; Cormier, 2008; Deleuze & Guattari, 1987; Mackness et al., 2016). Exploring rhizomatic learning theory can deepen understanding of teacher self-structured and self-directed learning engagement.

Rhizomatic Learning Theory. This theory enables non-hierarchical, uncontained, learner-managed, situation- and needs-responsive understandings of learning (Clarke & Parsons, 2013; Cormier, 2008; Deleuze & Guattari, 1987; Mackness et al., 2016). Learning action is inclusive, power is disseminated, and authoritative and privileged conceptualisations of knowledge and learning are challenged (Clarke & Parsons, 2013; Mackness et al., 2016). Concepts in this theory, enable renegotiation of understandings of knowledge, knowledge constructors, and knowledge distribution, and re-evaluation of the form and structure of valuable knowledge (Cormier, 2008). Ideas of laterality and circularity of thought and process, reject central connections and accept multiple entry points to learning action (Deleuze & Guattari, 1987), and multiple conceptualisations of learners and learning (Dillon, 2016). Devoid of a rigid, underlying structure, learning action is not contained and pre-defined, but open to constant modification (Buchanan, 2007; Deleuze & Guattari, 1987), continually changing through learner activity (Clarke & Parsons, 2013; Cormier, 2008; Dillon, 2016).

Knowledge is constructed through multiple, non-linear, lateral, and continuing connections enabling further interactions, influenced by learners and the environment

(Deleuze & Guattari, 1987). Learning action is complex, exploratory and creative, often appearing chaotic and unpredictable (Mackness et al., 2016). Multiplicity of learners and learning actions, without prescription or hierarchy, enable expansive, varied learning experiences from individual, agentic recognition and capture of learning opportunities (Buchanan, 2007; Clarke & Parsons, 2013; Cormier, 2008). Learners forge unique pathways for meeting self-determined goals, flexibly adapting to changing needs, and drawing from numerous, varied sources (Bissola et al., 2017; Mackness et al., 2016). Influenced by need and contextual features, learners make innovative, multi-directional connections, as and when suitable and possible, selecting to cease, continue or resume learning action at acceptable or convenient times and places (Cormier, 2008; Deleuze & Guattari, 1987; Dillon, 2016). They can re-ignite learning at any point for problem-solving and real-time knowledge construction (Bissola et al., 2017; Deleuze & Guattari, 1987). They spontaneously reconfigure learning action, knowledge and learning focus (Cormier, 2008), forming, expanding and changing developed assemblages through making new connections in unfinalised learning action (Clarke & Parsons, 2013; Deleuze & Guattari, 1987; Dillon, 2016).

Personalised. Creative and exploratory, continually reconfigured learning action using Facebook enables personalised, professional learning, for meeting self-determined needs and informing immediate teaching and teacher practice (Ranieri et al., 2012; Rensfeldt et al., 2018; Sumuer et al., 2014; Yildrim, 2019). Individual and unique, existing collegial relationships (Homan, 2014) and beliefs and understandings about using social media platforms for professional learning influence teacher interactions with this platform for learning (Goodyear et al., 2014; Prestridge, 2019). Teachers use Facebook to access personally-appropriate collegial support, from outside local teaching environments for meeting specific teacher needs (Mercieca & Kelly, 2018; Rashid, 2018; Staudt et al., 2013). Increasingly interlinked personal and professional lives and Facebook use influence individually-specific learning interactions (Sumuer et al., 2014; Trust & Horrocks, 2017). Blurred boundaries around personal and professional times and spaces (Prestridge, 2019; Yildrim, 2019) enable teachers to engage with Facebook in personally-convenient ways for specific knowledge and skill building (Ekoç, 2020; Goodyear et al., 2014; Kent, 2018; van Bommel et al., 2020). Uniquely, configured Facebook spaces, with shared personal and professional contacts (Ellaway et al., 2015; Rego, 2009) and overlapping personal and professional content enabled specific and relevant learning for individualised needs (Belch, 2012; Sumuer et al., 2014). Reflecting on readings, collegial conversations, and their own

participation in Facebook spaces, enables personalised reconsiderations of teacher selves and their own learning engagement (Robson, 2018).

Meaningful. Teachers experience meaningful learning for growth in teaching and teacher knowledge contributing to improved practice (Goodyear et al, 2014; Lantz-Andersson et al., 2018; Yildrim, 2019). Mentoring interactions and ongoing collegial exchanges provide emotional support and offer meaningful learning for knowledge and skill building (Bissessar, 2014; Rashid, 2018). Teaming Facebook interactions with ongoing local collegial interactions (Goodyear et al, 2014) and engaging in pedagogical discussion, and collegial problem-solving in the platform's spaces enable relevant knowledge building for improving practice (Lantz-Andersson et al., 2018; Liljekvist et al., 2017; Rutherford, 2010; van Bommel et al., 2020). Teachers report that using Facebook engenders ongoing, organic learning for growth in subject-content and professional knowledge (Yildrim, 2019).

Teachers managing their own learning, participating in member-driven, teacher, Facebook groups, access and share practice-relevant knowledge (Bett & Makewa, 2018; Liljekvist et al., 2020; van Bommel et al., 2020). Exchanging ideas and knowledge in subject-specific, Facebook groups enables improved pedagogical practice (Bett & Makewa, 2018; Liljekvist et al., 2020; Yildrim, 2019). Recent contention that teachers participate in collegial knowledge transaction and transformation activities, giving and receiving knowledge relevant to personal professional learning needs for changing practice (van Bommel et al., 2020), turned my attention to exploration of knowledge transfer theory to deepen understanding of teacher informal, self-driven, personalised learning experiences using Facebook.

***Knowledge Transfer Theory*.** Knowledge and knowledge management emerge as important concepts in our contemporary world (Alavi & Courtney, 2001; Lettieri et al., 2004; Parent et al., 2007; Syed-Ikhsan & Rowland, 2004). Knowledge is increasingly constituted as a valuable commodity to be harnessed for competitive advantage and to support innovation and progress in organisations (Argote et al., 2000; Bergman et al., 2004; Lettieri et al., 2004; Zarinpoush et al., 2007). Industries, businesses, and various organisations and communities aspire to using knowledge effectively for continuing progress and development (Cummings & Teng, 2003; Hutchings & Michailova, 2004; Parent et al., 2007; Syed-Ikhsan & Rowland, 2004). Education and health service providers seek ways to connect practitioners and service recipients with new and emerging research knowledge (Armstrong et al., 2006; Graham et al., 2006; Hutchinson & Huberman, 1994; Lavis et al., 2003; Pentland et al., 2011). Developing interest in knowledge transfer within and across organisations for these purposes reveals

complexities and variations associated with this term and practice (Gilbert & Cordey-Hayes, 1996; Francis-Smythe, 2006; Liyanage et al., 2009; Parent et al., 2007; Phelps et al., 2012).

Knowledge transfer is a complex term, subject to a range of interpretations (Graham et al., 2006; Francis-Smythe, 2006; Liyanage et al., 2009; Pentland et al., 2011). It can be understood as the movement of developed experience and knowledge from one component or location to another (Argote & Ingram, 2000; Carlile & Rebentisch, 2003; Cummings & Teng, 2003; Liyanage et al., 2009), where components may be individuals (Francis-Smythe et al., 2006; Reagans & McEvily, 2003; Zarinpoush et al., 2007), groups of people (Argote & Ingram, 2000; Cummings & Teng, 2003; Tsai, 2001) or organisations (Cohen & Levinthal, 1990; Dai & Zhang, 2014; Reagans & McEvily, 2003). Transferred knowledge is recognised through changed or improved practice, productivity or performance (Argote & Ingram, 2000; Inkpen & Tsang, 2005; Zarinpoush et al., 2007). Knowledge transfer is variously known as, or closely related to, knowledge-sharing (Francis-Smythe et al., 2006; Hutchings & Michailova, 2004; Pentland et al., 2011), knowledge-translation (Armstrong et al., 2006; Hegney et al., 2010; Liyanage et al., 2009) and knowledge-exchange (Conklin & Stolee, 2008; Graham et al., 2006; Mitton et al., 2007; Russell et al., 2004). In this thesis, I use the term knowledge transfer to incorporate knowledge-sharing, -translation -exchange and knowledge-application.

Knowledge transfer occurs when links are formed between existing and new knowledge (Cohen & Levinthal, 1990; Liyanage et al., 2007). New knowledge that is compatible with, and builds on existing knowledge, is more likely to transfer satisfactorily (Argote & Ingram, 2000; Carlile & Rebentisch, 2003; Cohen & Levinthal, 1990). This can occur as a natural and informal process (Davenport & Prusak, 1998; Hotham & Courtney, 1998; Owen-Smith & Powell, 2004; Russell et al., 2004) or through formal and planned actions (Alavi & Leidner, 2001; Bergman et al., 2004; Cummings & Teng, 2003). Informal knowledge transfer is often associated with sharing of tacit knowledge (Alavi & Leidner, 2001; Davenport & Prusak, 1998). Described as informal, personal and contextualised (Nonaka, 1991), this knowledge form is difficult to articulate and share, presenting challenges for its effective transfer (Davenport & Prusak, 1998; Reagans & McEvily, 2003; Seufert et al., 1999). Collegial, daily, social interactions and conversations enable transmission, absorption and use of tacit knowledge within organisations (Cohen & Levinthal, 1990; Nonaka, 1991; Owen-Smith & Powell, 2004; Russell et al., 2004). Formal knowledge transfer often relates to movement of explicit or codified knowledge (Liyanage et al., 2009; Reagans & McEvily, 2003) and is seen to occur more deliberately for planned,

changed practice (Gilbert & Cordy-Hayes, 1996; Liyanage et al., 2009). Explicit knowledge – described as formal, codified and articulated knowledge (Nonaka, 1991) – can be clearly recognised and communicated in written or verbal formats (Seufert et al., 1999). This form of knowledge lends itself to conceptualisation as a commodity: an asset that can be identified, stored and knowingly transferred (Liyanage et al., 2009) and is considered more easily transferred than tacit knowledge (Phelps et al., 2012). Transfer occurs in structured and formal processes within (Alavi & Leidner, 2001; Hutchinson & Huberman, 1994), and between organisations through agreement and co-operation (Cummings & Teng, 2003; Hutchings & Michailova, 2004; Inkpen & Tsang, 2005).

Individuals, groups or organisations coming together around similar interests or practices, form networks for ongoing interaction and knowledge transfer (Bergman et al., 2004; Conklin & Stolee, 2008; Dai & Zhang, 2014; Russell, 2004). Using new technologies enables development of online communities of practice for authentic knowledge sharing and construction around common interest areas (Gray, 2004; Johnson, 2001). Knowledge networks are conceptualised differently across various disciplines (Phelps et al., 2012) and operate in a range of organisations across business, industry and service sectors (Argot et al., 2000; Hutchings & Michailova, 2004; Seufert et al., 1999; Syed-Ikhsan & Rowland, 2004). They can operate formally or informally (Owen-Smith & Powell, 2004; Reagans & McEvily, 2003; Russell et al., 2004), enabling knowledge sharing within or across organisational boundaries (Hutchings & Michailova, 2004; Inkpen & Tsang, 2005). Members are variously described as units (Argote & Ingram, 2000), actors (Seufert et al., 1999); elements (McGrath & Argote, 2001) or nodes (Phelps et al., 2012), existing as individuals, groups, department or divisions in organisations (Argote et al., 2000; Argote & Ingram, 2000; Seufert et al., 1999). Ways networks are formed, their norms, structures and processes influence knowledge transfer possibilities and practices (Argote & Ingram, 2000; Hutchings & Michailova, 2004; McGrath & Argote, 2001; Phelps et al., 2012; Reagans & McEvily, 2003).

Knowledge networks are developed through the social relationships, formed while communicating in constructing, distributing, absorbing and applying new knowledge (Cohen & Levinthal, 1990; Phelps et al., 2012; Seufert et al., 1999). Members' characteristics and developed relationships influence knowledge transfer (Cummings & Teng, 2003; Inkpen & Tsang, 2005; Phelps et al., 2012). Strong feelings of social connection (Inkpen & Tsang, 2003; Szulanski, 2000; Tsai, 2001) and common culture, language, background, experience and area of expertise amongst members enhance knowledge transfer (Davenport & Prusak, 1998; Tsai, 2001). Commitment to sharing, receptiveness to new ideas, (Liyanage et al.,

2009; Owen-Smith & Powell, 2004) and high levels of trust (Dodgson, 1993; Doz, 1996) enable open and honest communication for successful knowledge transfer (Francis-Smythe et al., 2006; Gilbert & Cordey-Hayes, 1996; Seufert et al., 1999). Diverse membership in networks enables knowledge generation for problem-solving (Reagans & McEvily, 2003), while appropriate, positive relationships within networks enhance incorporation of new knowledge into existing, daily routines (Graham et al., 2006; Zarinpoush et al., 2007).

Effective knowledge transfer can occur across organisational, geographic and cultural boundaries (Argote et al., 2000; Dai & Zhang, 2014; Holtham & Courtney, 1998; Hutchings & Michailova, 2004; Inkpen & Tsang, 2005). Inter- and intra-organisational networking accommodating cultural, social and structural differences amongst constituent parts (Argote et al., 2000; Hutchings & Michailova, 2004), enables inclusion of multiple, varied knowledge sources, for enhancing problem-solving capacity and innovations for continued improvement (Bergman et al., 2004; Carlile & Rebentisch, 2003; Dai & Zhang, 2014; Reagans & McEvily, 2003). Productive relationships can develop from decentralised authority within these networks enabling dynamic interactions for improved individual and organisational performance (Holtham & Courtney, 1998; Inkpen & Tsang, 2005). Varied knowledge networks types engender a range of effective knowledge transfer practices enabling knowledge creation and improved performance (Owen-Smith & Powell, 2004; Reagans & McEvily, 2003; Seufert et al., 1999; Tsai, 2001).

The knowledge transfer process is described as efforts to move knowledge from a source to a receiver, influenced by features of the source, the knowledge and the receiving context (Cummings & Teng, 2003; Liyanage et al., 2009; Phelps et al., 2012; Tsai, 2001). Varied perceptions of the knowledge transfer process include understandings of: direct, one-way transmission of information (Boggs, 1992; Cummings & Teng, 2003; Lavis et al., 2003); two-way ongoing interactions enabling knowledge creation (Pentland et al., 2011; Zarinpoush et al., 2007); varied knowledge sharing amongst individuals and organisations (Conklin & Stolee, 2008; Phelps et al., 2012; Russell et al., 2004); and application of new knowledge to existing practice for improved performance (Armstrong et al., 2006; Szulanski, 2000; Vasli et al., 2018). Viewed simply, this process is seen as mono-directional and linear, with knowledge disseminated from knowledge producers to knowledge users (Boggs, 1992; Röling, 1992). This is often understood as dissemination of researcher produced knowledge to practitioners to improve their daily practice (Graham et al., 2006; Hutchinson & Huberman, 1994; Lavis et al., 2003), or management sharing innovation and valued practice within organisations in business and industry for improved performance (Cummings & Teng,

2003; Dai & Zhang, 2014; Owen-Smith & Powell, 2004). Organisations or individuals are seen as acquiring or absorbing new information for application to practice (Cohen & Levinthal, 1990; Liyanage et al., 2009; Parent et al., 2007; Tsai, 2001). Knowledge producers may use a range of methods of information dissemination to accommodate varied participant needs and to deliver knowledge in a timely and relevant form for consumer use (Dobbins et al., 2004; Mitton et al., 2007; Pentland et al., 2011; Rosser, 2008). Knowledge transfer transpires as a single event or through a number of efforts enabling organisations to build and store knowledge for later retrieval and use (Carlile & Rebentisch, 2003; Lavis et al., 2003).

Conceptualising knowledge transfer as movement from experts, or recognised knowledge producers, to novices, or knowledge consumers, inclines towards limited understandings and commodification of knowledge (Boggs, 1992; Parent et al., 2007; Röling, 1992). It promotes hierarchical notions of knowledge transfer from high-status, producers of valuable knowledge to needy, passive, low-status recipients (Boggs, 1992; Davenport & Prusak, 1998; Hutchinson & Huberman, 1994), minimising recognition and accommodation of receivers' existing knowledge and contextualised, specific needs (Parent et al., 2007; Röling, 1992; Szulanski, 1996). Considering knowledge transfer as a bi-directional process offers another perception (Graham et al., 2006; Zarinpoush et al., 2007).

Two-way knowledge sharing occurs in various ways, enabling ongoing interaction between participants for mutual learning and continuing knowledge creation (Boggs, 1992; Gilbert & Cordey-Hayes, 1996; Graham et al., 2006; Lavis et al., 2003; Pentland et al., 2012). It happens through reciprocal knowledge sharing within and between organisations (Francis-Smythe et al., 2006), or the interchange of knowledge between an organisation and its external environment for continuing development and performance improvement (Gilbert & Cordey-Hayes, 1996). Mutual learning through bi-directional knowledge sharing between traditionally-understood knowledge producers or distributors, and knowledge users or receivers, generates new, practice-relevant knowledge (Boggs, 1992; Hutchings & Michailova, 2004; Pentland et a., 2011; Zarinpoush et al., 2007). Reciprocal and continual researcher and practitioner knowledge sharing during research, and throughout knowledge implementation, enhances the research process, its outcomes, and practice improvement (Graham et al., 2006; Hutchinson & Huberman, 1994; Lavis et al., 2003). This form of knowledge sharing enables alternative understandings of traditional knowledge management relationships and practices (Boggs, 1992; Francis-Smythe et al., 2006; Zarinpoush et al., 2007) and continuing organisational learning and growth (Gilbert & Cordey-Hayes, 1996; Hutchings & Michailova, 2004). It elevates the traditional low-status of knowledge

consumers and empowers practitioners as knowledge constructors (Boggs, 1992), and promotes understanding and collaboration between participants for ongoing knowledge co-construction (Zarinpoush et al., 2007).

Conceptualising knowledge transfer as multi-directional, varied, responsive action amongst a range of stakeholders (Armstrong et al., 2006; Bergman et al., 2004; Boggs, 1992; Francis-Smythe et al., 2006; Pentland et al., 2011) enables flexible, knowledge sharing approaches that respond to varied contextual, social and cultural expectations and practices (Hutchings & Michailova, 2004; Parent et al., 2007; Röling, 1992). Participants engage in fluid, social and dynamic knowledge flow in shared, supportive, collaborative spaces (Norman & Huerta, 2006; Phelps et al., 2012; Reagans & McEvily, 2003; Seufert et al., 1999), enabling generation of new knowledge for innovative practice (Armstrong et al., 2006; Conklin & Stolee, 2008; Zarinpoush et al., 2007). Learning occurs through passive participation (termed lurking) in knowledge sharing groups through reading and observation (Russell et al., 2004), and knowledge brokers, or intermediaries, facilitate knowledge sharing amongst participants (Conklin & Stolee, 2003; Francis-Smythe et al., 2006; Hutchings & Michailova, 2004; Pentland et al., 2011). Multi-directional understandings of the knowledge transfer process move beyond simple, bi-polar versions (Boggs, 1992), conceptualising all participants as knowledge-producers and -users (Francis-Smythe et al., 2006; Hutchinson & Huberman, 1994). Traditionally-perceived knowledge-consumers are empowered to engage actively in knowledge production and make decisions about reforming and applying accessed, new knowledge (Cohen & Levinthal, 1990; Graham et al., 2006; Zarinpoush et al., 2007).

With changed practice or performance a marker of effective knowledge transfer, understanding the process of applying new knowledge to improve practice is important in conceptualisations of the knowledge transfer process (Armstrong et al., 2006; Graham et al., 2006; Vasli et al., 2018). Practitioners interpreting, adapting and applying new knowledge to their specific contexts is an intricate part of knowledge transfer (Alavi & Leidner, 2001; Conklin & Stolee, 2008; Zarinpoush et al., 2007). Further distributing, storing or retrieving accessed knowledge according to immediate need (Carlile & Rebentisch, 2003; Parent et al., 2007; Röling, 1992), practitioners transform accessed knowledge, connecting new and existing knowledge, to generate contextually-relevant knowledge (Hutchinson & Huberman, 1994; Zahra & George, 2002). They apply transformed knowledge to reshape routines and reform existing practice (Carlile & Rebentisch, 2003; Cohen & Levinthal, 1990; Parent et al., 2007; Szulanski, 2000; Zarinpoush et al., 2007). Moving beyond ideas of knowledge transfer

as simple movement of knowledge from one person, place or ownership to another extends understandings to include application of newly transformed, contextually-appropriate, new knowledge for improving practice or performance (Inkpen & Tsang, 2005; Liyanage et al., 2007; Vasli et al., 2018). Knowledge transfer is conceptualised as a process of reconstruction, with application of newly synthesised knowledge recreating and sustaining new, contextually relevant practice for improved practice or performance (Armstrong et al., 2006; Graham et al., 2006; Szulanski, 2000). Practitioners are empowered to make timely, contextually-relevant decisions about reshaping and sustaining improved practice (Pentland et al., 2011; Zarinpoush et al., 2007).

Although there is evidence of knowledge transformation amongst same-subject teachers interacting in Facebook groups (Van Bommel et al., 2020), there is often lack of clarity around the form and degree of professional learning many teachers experience using Facebook (Lantz-Andersson et al., 2018; Rensfeldt et al., 2018). With the capacity to self-direct the manner of interactions with Facebook spaces, many teachers elect to lurk – consume, rather than contribute – to access resources and collegial conversations (Palmquist & Barnes, 2015; Petti & Triacca, 2013; Rensfeldt et al., 2018; Rutherford, 2010). It is suggested lurker-teachers can experience professional learning through observing and reflecting on information and conversations encountered on Facebook (Kelly & Antonio, 2016; Lantz-Andersson et al., 2017; Robson, 2018), but this remains unclear and contested. While there are many indications that personal interactions with Facebook enable valued professional learning experiences, a number of tensions persist around teachers using this platform for learning engagement (Robson, 2016).

Persisting Tensions

Questions continue around the suitability of Facebook spaces for teacher professional learning engagement (Cunha Junior et al., 2016; Ellaway et al., 2015; Kelly & Antonio, 2016; Kent, 2018; Palmquist & Barnes, 2015; Petti & Triacca, 2013; Rensfeldt et al., 2018; Robson, 2016; Staudt et al., 2013). Limited visible teacher learning activity on this platform is problematised with uncertainty about teacher learning on this platform (Lantz-Andersson et al., 2017; Palmquist & Barnes, 2015; Rutherford, 2010). The purpose, structure and processes of Facebook raise questions about its appropriateness for teacher learning engagement (Fuchs, 2014; Petti & Triacca, 2013; Rensfeldt et al., 2018; Robson, 2016). Issues of privacy, data security and professional appropriateness of using this platform for professional learning persist (Belch, 2012; Carter et al., 2008; Thunman & Persson, 2018).

Limited Visible Teacher Action. Tension exists around limited, visible, teacher action on Facebook, with many teachers selecting to lurk on this platform, rather than actively participating in learning opportunities (Lantz-Andersson et al., 2017; Palmquist & Barnes, 2015; Rutherford, 2010). It emerges that many reasons influence lurking in online spaces (Bozkurt et al., 2020; Neelen & Fetter, 2010; Preece et al., 2004, Shafie et al., 2016). Feelings of discomfort or disconnection within groups, and uncertainty about worth of contributions to the online community are contributors (Preece et al., 2004; Prestridge, 2019). Lurking is more likely for users lacking confidence or ability for navigating online learning spaces (Neelen & Fetter, 2010; Shafie, 2016). Purpose for joining online learning communities and existing inclinations to contribute content influence teacher lurking behaviours in these spaces (Petti & Triacca, 2003; Prestridge 2019).

Observations of teachers consuming and simply redistributing existing resources engenders concerns about missed opportunities for generative learning and collective knowledge construction in this space (Petti & Triacca, 2013; Rensfeldt et al., 2018). Low levels of teacher contributions to resource sharing and collegial interactions perpetuate uncertainty about the nature and extent of teacher learning using this platform (Kent, 2018; Palmquist & Barnes, 2015; Rensfeldt et al., 2018). Few questions posted by teachers, relatively small numbers of comments and responses to prompts, and limited introduction of issues or ideas for conversation restrict understandings of teacher learning in this context (Cunha Junior et al., 2016: Kelly & Antonio, 2016; Petti & Triacca, 2013; Staudt et al., 2013). The silence of many teacher users in Facebook spaces fosters continuing tensions around the value of their learning and their learning experiences.

The Facebook Space. The purpose, structure and processes of this social media platform appears in tension with appropriateness of using its spaces for professional learning (Cunha Junior et al., 2016; Fuchs, 2014; Kelly & Antonio, 2016; Petti & Triacca, 2013; Rensfeldt et al., 2018; Robson, 2016). Time and effort invested in using Facebook for this purpose, and blurred boundaries between work and private lives are construed as contributing to teacher overload and stress (Rensfeldt et al., 2018). Collections of varied and voluminous content in Facebook spaces present potential, navigation difficulties (Gray et al., 2010). Constantly updating content displays (Petti & Triacca, 2013) and linear presentation of posts and teacher comments can restrict fluid, ongoing interactions for learning (Kelly & Antonio, 2016; Wang et al., 2012). Existing perceptions of Facebook as primarily a personal space for forming positive connections (Ellison et al., 2007; Lampe et al., 2007; Sumuer et al., 2014; Thunman & Persson, 2018), can encourage affirming interactions, rather than professionally

generative, critical collegial conversations (Cunha Junior et al., 2016; Lantz-Andersson et al., 2018; Robson, 2016).

Facebook's commercial and business interest influences content displays, information flow and understandings of content ownership (DeVito, 2016; de Vries et al., 2012; Fuchs, 2014), raise further questions about suitability of the space for teacher learning (Kent, 2018; Rensfeldt et al., 2018; Robson, 2016). Facebook's operation as a shared, often publicly-accessible space for account holders, blurs understandings of accessibility and ownership of teacher-contributed resources, and knowledge constructed in Facebook spaces (Rensfeldt et al., 2018). Influences of commercial and administrative stakeholders on the presentation and movement of content on Facebook raise concerns about teacher capacity to enjoy unimpeded, truly self-directed, personally-meaningful learning in this space (Kent, 2018; Robson, 2016).

Professionality. Appropriate use of Facebook in teacher work and lives poses challenges to existing understandings of teacher role, professional conduct and teacher moral responsibilities (Thunman & Persson, 2018). Indistinction between teacher personal and professional lives on this platform, and unbounded time- and location-use can contribute to intensifying teacher workload (Persson & Thunman, 2017; Rensfeldt et al., 2018). Blurred boundaries around personal and professional space, contacts and actions on Facebook raises questions about appropriate professional conduct on this platform (Ellaway et al., 2015; Hutchens & Hayes, 2014). User inclinations to share personal information can have professional consequences and contribute to tensions around understandings of Facebook as an appropriate space for professional interactions (Sumuer et al., 2013). Personal contributions and interactions on Facebook can impact professional lives and influence perceptions of an individual's professionalism (Belch, 2012; Carter et al., 2008). Teachers using Facebook can be personally and professionally vulnerable with continuing tension around issues of data security and personal-data management (Debatin et al., 2008; Sumuer et al., 2014; Thunman & Persson, 2018).

Closely related personal and professional lives and activities generate new ethical considerations about teacher work and role when using social media (Thunman & Persson, 2018), giving form to media ecology concepts of moral implications of using different forms of media and possible influences of introducing additional media into existing environments (Gamaleri, 2019; Postman, 2003). Facebook users accept the presence and influence of a range of media in their daily lives, offering affordances and restrictions, and may not overtly recognise possible moral implications associated with interacting with existing and new media (McLuhan, 1964). Media participation in the communication process, and influences

on existing social and cultural norms and practices of newly-introduced media, can remain unnoticed and unchallenged, potentially guiding and limiting user actions (McLuhan, 1964; Stephens, 2014).

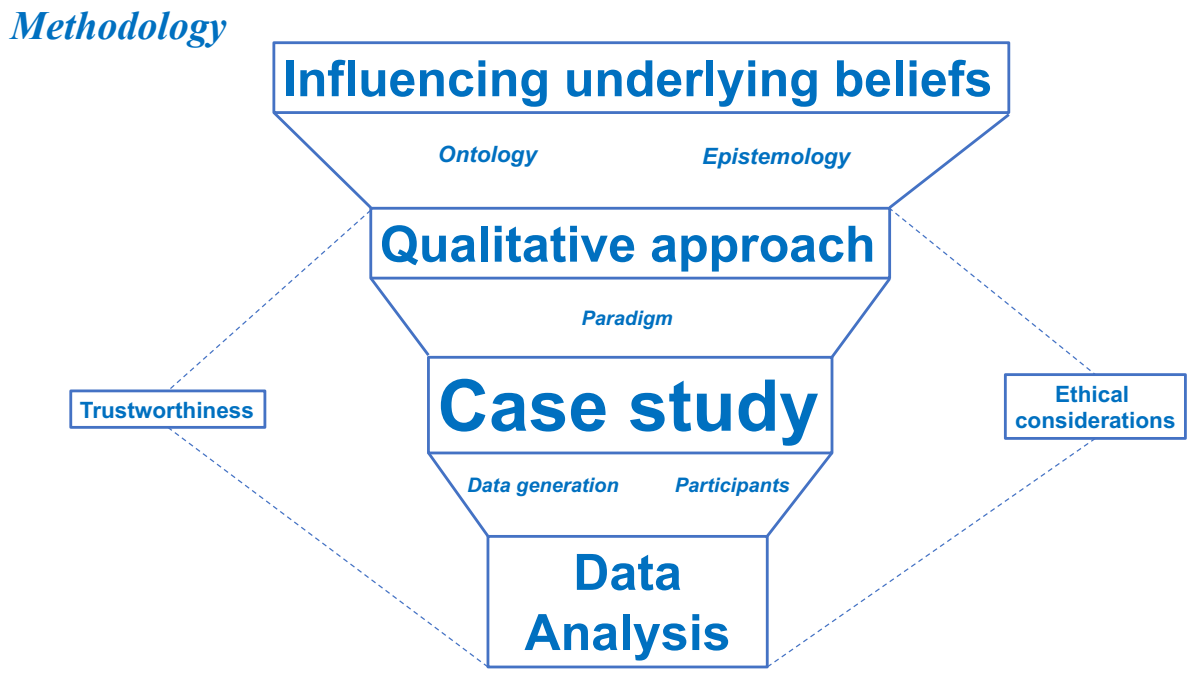
In this chapter, I detailed existing knowledge about teacher professional learning using Facebook. Ways teacher emotional and cognitive selves, sense of agency and identity, and motivation and emotions interact to influence engagement with learning opportunities and learning experiences are relevant to my study focus. I integrated discussion of relevant theory, enhancing existing understandings about teachers using Facebook for professional learning. Exposing existing knowledge about teacher personalised, self-directed and meaningful learning using Facebook sets the context for my investigation. Showing in my review of relevant literature that continuing tensions between managerial efforts to define and regulate professional learning and broad, inclusive visions of ways teachers can attend to their ongoing learning needs is relevant to my study. Persisting tensions around effective professional learning in our complex, demanding times, indicate research into ways teachers use Facebook for learning in their everyday lives can reveal valuable knowledge about alternative ways of meeting learning needs. In the next chapter, I present the methodology I used for my study.

Chapter 4

Methodology

In this study, I investigated the actual, quotidian, use of Facebook for professional learning by English teachers, through exploring the range of teacher action in this area, and their perceived learning experiences. In this chapter, I present the methodology I used (Figure 4) to conduct an empirical study, generating data from three data points, within the teachers' socio-cultural context, to build knowledge about their action and experiences related to my study focus (Creswell, 2014; Yin, 2003).

Figure 4



I discuss my underlying beliefs influencing the conduct of the study and the qualitative approach and paradigm I adopted. I discuss using case study methodology and unpack the research questions driving my research. I present my data generation methods, introduce the participants, and explain my data analysis. I address trustworthiness issues and ethical considerations relevant to my study.

Influencing Underlying Beliefs

The interrelated concepts of ontology and epistemology form the basis of all research (Abou-Assali, 2014; Marsh & Furlong, 2002). Understandings of these two concepts can be seen to influence adoption of a research approach, methodology selection and application of methods (Crotty, 1998; Guba & Lincoln, 1994). While it appears accepted that educational researchers are more likely to conduct robust investigations when understanding the

ontological and epistemological base of their research (Blanche & Durrheim, 1999; Kincheloe & Tobin, 2015), it has been suggested that ontology and epistemology are so closely interconnected within social research, it is unnecessary to distinguish the two concepts in research design discussion (Crotty, 1998). Others suggest that since epistemology and methodology grow from ontological understandings (Hitchcock & Hughes, 1995), it is important to understand and present conceptualisations of these concepts in research reporting (Abou-Assali, 2014; Cohen et al., 2018; deMarrais & Lapan, 2004; Mason, 2002; Neuman, 2014). Recognising my understanding of the world, including my basic beliefs and assumptions about the nature of reality and knowledge, influenced the way I approached and conducted my research (Crotty, 1998; Lincoln et al., 2011), caused me to interrogate my understanding of the ontological and epistemological assumptions I brought to my research (Hitchcock & Hughes, 1995; Mills et al., 2006).

Ontology

Ontology can be described as conceptualisation of reality, what it is, how it exists (Crotty, 1998; Willis, 2007), and defining what can be known about the real world (Guba & Lincoln, 1994). It can be seen as beliefs about the world, its composition, and features of its parts (Schwandt, 2007; Scotland, 2012). Nature of the social world, its formulation and what can be known about it are included in ontology (Cohen et al., 2007; Schraw, 2013). Ontological beliefs incorporate understanding of being (Martins, 2007; Stout, 2012) and the nature of humanity (Hitchcock & Hughes 1995). Individual understanding of reality can be regarded as emerging through experience within particular social contexts (Lincoln & Guba, 1989) to form basic assumptions and understanding of what can be known and investigated (Petty et al., 2012a). Sometimes remaining unidentified and unchallenged (Mason, 2002), individual ontological beliefs are seen to guide researcher interests and focus, selection of topic, and actions throughout the study (Guba & Lincoln, 1994; Neuman, 2014).

I considered constructivist ontology appropriate for my study as I was seeking to understand teacher constructed realities about their Facebook use for professional learning, through interacting with them in their local context (Orlikowski & Baroudi, 1991; Willis, 2007). Constructivist ontology conceptualises reality as socially constructed, understood by individuals within their own environments (Kroeze, 2012; Walsham, 2006), with social worlds constructed by, and perpetuated through individuals' actions and interactions with their worlds and with others (Lincoln et al., 2011; Orlikowski & Baroudi, 1991). This understanding of reality, enables recognition that individual realities are subjective, constructed and understood by individuals through interaction with the world, its components

and objects (Scotland, 2012). It encompasses notions of co-existing, socially constructed, multiple realities (Cohen et al., 2018) and recognises the inter-subjective nature of constructed realities (Petty et al., 2012a). Adopting this ontological position, I could remain alert to individual and multiple teacher realities, about teacher use of Facebook for professional learning, emerging from the context of my study (Willis, 2007).

Epistemology

Epistemology can be described as conceptualisations of knowledge (Crotty, 1998; Willis, 2007), including the nature of knowledge, its components, and forms it can take (Cohen et al., 2007; Neuman, 2014). It incorporates notions of what constitutes knowledge about the social world, ways social worlds can be known and understood, and ways individuals can build, develop and communicate knowledge (Barbour, 2008; Marsh & Furlong, 2002). Epistemological assumptions include understandings of ways knowledge can be identified or shown (Mason, 2002), and criteria for determining knowledge and knowing (Guba & Lincoln, 1994; Petty et al., 2012a). These assumptions determine who can know (Hitchcock & Hughes, 1995), and form the basis for understanding the relationship between the individual and knowledge (Blanche & Durrheim, 1999: Guba, 1990), as well as between those seeking knowledge and what can be known (Guba & Lincoln, 1994; Scotland, 2012). Epistemology of research can be seen as the underlying assumptions and beliefs about ways robust research can be conducted (Wiersma & Jurs, 2005), including determining criteria for knowledge about the phenomenon selected for investigation and how that can be developed and represented (Flick, 2004; Mason, 2002).

I approached my study with a constructivist epistemology, understanding knowledge as socially constructed through individual teacher interactions with, and interpretations of, their worlds (Cohen et al., 2018; Crotty, 1998; Flick, 2004). I perceived teacher knowledge to be individual and subjective (Lincoln et al., 2011; Scotland, 2012), and constructed within the context of my study, enabled, and constrained by, context-specific understandings, practices and language (Orlikowski & Baroudi, 1991; Schwandt, 1998). I considered each individual teacher's understandings of the world, and interpretations of events and experiences, was immersed in, and arising from, existing constructions of reality (Guba & Lincoln, 1994; Kayrooz & Trevitt, 2005). I viewed knowledge constructed from my research as pluralistic and changeable over time and place (Crotty, 1998; Petty et al., 2012a), emerging through my multiple interactions with teachers (Kroeze, 2012; Lincoln et al., 2011), and interpreted to produce findings (Goldkuhl, 2012; Marsh & Furlong, 2002).

Perceiving knowledge development as an active process enacted by individuals within their own context, I was conscious that the pluralistic and changeable nature of knowledge meant I was developing time- and context-specific understanding of my study focus (Crotty, 1998; Schwandt, 1998). I assumed that the teacher participants were constructed by, and actively constructing, situated, professional knowledge (Orlikowski & Baroudi, 1991; Willis, 2007), with the potential to inform teachers at other sites and contribute to the growth of educational professional knowledge (Reid & O'Donoghue 2004). I also recognised my part in co-constructing knowledge about my study focus through interaction with the teachers (Mills et al., 2006), within, and influenced by, the study context (Kayrooz & Trevitt, 2005; Schwandt, 1998).

Researcher perceptions of reality and understandings of the nature of knowledge influence the research approach adopted for a study, including the specific study focus, research question(s) posed, and methodology and methods selected and implemented (Crotty, 1998). My underlying ontological and epistemological assumptions I have presented guided my selection of qualitative methodology.

Qualitative Approach

I conceptualised my study as a form of educational research, drawing from research practices of the social sciences (Hitchcock & Hughes, 1995; Neuman, 2014) to conduct a rigorous investigation into the complexities of teacher action within their own social worlds (Kincheloe & Tobin, 2015). Qualitative research approaches are deemed suitable for educational research (Mason, 2002; Stake, 2010) and enable interpretation of socially constructed practices and meanings to reveal understanding of phenomenon and actions (Cohen et al., 2007; Lune & Berg, 2017). I took a qualitative approach to my study as I sought to understand teacher use of Facebook for professional learning through exploring and interpreting teacher action and experiences from within their own setting (Denzin & Lincoln, 2008; Merriam, 1998). I considered this approach consistent with my underlying assumptions, study focus and questions posed (Barbour, 2008; Petty et al., 2012a).

Growing from a rich background, many different qualitative approaches are available for investigating complex phenomenon within individuals' social worlds (Baxter & Jack, 2008; Willis, 2007). Incorporating a rich set of strategies and techniques, researchers can select from a variety of qualitative methodologies according to their study's purpose (Mason, 2002; Wiersma & Jurs, 2005). Researchers use qualitative approaches to investigate phenomenon in their natural setting (Lincoln & Guba, 1985; Stake, 2010) spending time at the site, while intending minimal disruption to everyday processes and action (Merriam, 1998). Devoting

time to develop knowledge about the context and to build relationships with participants enables researchers to conduct deeper exploration for holistic understanding of the selected phenomenon (Barbour, 2008; Strauss & Corbin, 2008). Rich, textual data are generated within participants' social environments (Cohen et al., 2007; Neuman, 2014) to build time- and context-specific, detailed understanding of participant experiences and actions (Hitchcock & Hughes, 1995; Lincoln & Guba, 1985).

Researcher and participant values and assumptions brought to qualitative studies can influence both the process and findings of qualitative studies (Denzin & Lincoln, 2008; Lincoln & Guba, 1994). Participants are seen as constructors of knowledge about phenomenon within their own contexts (Hitchcock & Hughes, 1995; Lune & Berg, 2017). Deep exploration of meanings participants make of their actions (Barbour, 2008; Stake, 2010), can reveal multiple perceptions and understandings of the study focus (Mason, 2002; Wiersma & Jurs, 2005). Researchers are considered instrumental in co-constructing knowledge (Guba & Lincoln, 1989; Stake, 2010), through immersing themselves in the study context and process, and interacting with participants in the data generation process (Cohen et al., 2018; Strauss & Corbin, 2008). Existing researcher skills and knowledge can contribute to data analysis and interpretation (Neuman, 2014; Strauss & Corbin, 2008) to make explicit tacit knowledge, built by teachers through experience and practice at the site (Lincoln & Guba, 1985; Stake, 1978). It is important that researchers act reflexively throughout a study, acknowledging and making explicit existing assumptions and continually reflecting upon their potential influence on the study process and findings (deMarrais & Lapan, 2004; Mason, 2002).

The capacity to manage unexpected occurrences and revelations are inherent in a qualitative research approach (Merriam, 1998; Stake, 2010). Proceeding strategically and systematically (deMarrais & Lapan, 2004; Mason, 2002), while remaining flexible and responsive to changing circumstances and environments, enables researchers to remain open to new issues and discoveries (Hitchcock & Hughes, 1995; Lincoln & Guba, 1985). Knowledge emerging during the data generation process can influence the process and direction of a study, including flexibility of data generation methods (Barbour, 2008; Wiersma & Jurs, 2005). Reflective, systematic, iterative analysis of rich, textual data throughout a study (Neuman, 2014; Petty et al., 2012a) generates findings to represent participant experiences and perceptions in the research report (Cohen et al., 2018; Corbin & Strauss, 2008).

Using qualitative research enables construction of a report presenting rich, descriptive accounts of participants and their context, positioning a study in time and place (Denzin & Lincoln, 2008; Stake, 2010). Creative, flexible options enable construction of unique, full, honest representation of findings emerging from data (Merriam, 1998; Strauss & Corbin, 2008) with potential to inform readers in different contexts (Barbour, 2008). Presenting participant perspectives and experiences clearly and fully, including detailed representations and using participant actual words (Aronson, 1994; Stake, 2005), offers vicarious learning opportunities and potentially relevant information for those at other settings (Mason, 2002; Neuman, 2014; Stake, 2010). Reporting findings enables contribution to ongoing building of professional knowledge (Reid & O'Donoghue, 2004; Stake, 2010) and theory development (Flyvbjerg, 2006; Lincoln & Guba, 1985; Strauss, 1995).

I used a qualitative approach, to develop understanding of teacher perceptions and actions of their use of Facebook for professional learning, constructed within their own environment (Neuman, 2014; Strauss & Corbin, 2008). Aware of my role as knowledge co-constructor, I was alert to managing my possible influence on the study process and findings, and maintaining flexible responses to changing circumstances and emerging findings (Denzin & Lincoln, 2008; Hitchcock & Hughes, 1995).

Paradigm

All research is influenced by the paradigm researchers bring to studies (Cohen et al., 2007; Scotland, 2012). I understand paradigm, influenced by existing underlying assumptions or beliefs about the world and how it operates, guides individual understanding of, and interactions with the world (Blanche & Durrheim, 1999; Willis, 2007). Different paradigms can be used within qualitative research, according to researchers' aims and purposes, influencing the way each study is approached, conducted and evaluated (Guba & Lincoln, 1994; Petty et al., 2012a). While there appears to be common understanding that particular paradigms can be associated with different research approaches (Lincoln et al., 2011; Neuman, 2014), some inconsistencies emerge around use of terminology and representations of different research paradigms (Crotty, 1998).

The interpretive paradigm is often presented as appropriate for educational research as it enables deep exploration of complex phenomenon from within particular environments (Hitchcock & Hughes, 1995; Mason, 2002;) to reveal detailed, contextualised information for representing participants' multiple perspectives (Neuman, 2014; Scotland, 2012). While some seek to draw distinctions between interpretivist and closely related, constructivist approaches to research (Blanche & Durrheim, 1999; Schwandt, 1998), others represent

interpretivism and constructivism as virtually interchangeable terms (Petty et al., 2012a). Elsewhere, constructivism is offered as an overarching paradigm suited to social research, enabling investigation into phenomenon within a particular context to reveal participant multiple perspectives (Guba & Lincoln, 1994; Lincoln et al. 2011). Constructivist interpretivism is one form of this paradigm (Goldkuhl, 2012; Neuman, 2014).

I conceptualised constructivist interpretivism as a paradigm appropriate for my educational research (Cohen et al., 2007; Mason, 2002) as I worked with teachers in co-constructing knowledge about their Facebook use for professional learning (Lincoln et al., 2011), while constantly interpreting teacher understandings and action to inform my findings (Goldkuhl, 2012; Neuman, 2014). Using constructivist interpretivism enabled recognition of the subjectivity and intersubjectivity of meaning making (Walsham, 2006) and the interrelationship of context, social action and language in generating understanding of my study focus (Orlikowski & Baroudi, 1991). Multiple, contextualised realities and meanings can emerge from using this paradigm (Kroeze, 2012; Petty et al., 2012a). Adopting a constructivist interpretivist approach enabled me to focus on the meaning teachers made of their Facebook use for professional learning within the complexities of their everyday educational worlds (Kroeze, 2012; Petty et al., 2012a), and interpret their understandings to inform my findings (Marsh & Furlong, 2002; Schwandt, 1998).

Case Study

Qualitative case study methodology is a suitable form of qualitative educational research (Merriam, 1998; Simons, 2009; Yazan, 2015) and coheres with the assumptions and beliefs I brought to my investigation (Petty et al., 2102b; Stevenson, 2004). Consistent with a qualitative approach, I constructed open-ended questions to enable flexible and broad exploration of my topic, receptive to unexpected findings (Creswell, 2013; Korstjens & Moser, 2017). The ‘how’ research questions were suitable for this research, establishing its focus, direction and boundaries (Mason, 2002; Yin, 2003). My clearly stated main question: How do English teachers use Facebook for professional learning? provided the research starting point and guided investigation into ways English teachers use this social media for learning (Agee, 2009; Bryman, 2005).

My two sub-questions supporting the main question: ‘How do they understand their professional learning using Facebook?’; and ‘How do they understand the impact on their practice?’ directed focus onto two specific elements of teachers using Facebook in learning: their learning experiences, and the influence on their teaching and teacher practice (Agee, 2009). Asking about teacher understandings of their learning and the impact on their practice

clearly established my research as generating data about participant perceptions of these actions and experiences.

Using qualitative case study provided opportunities for comprehensive exploration of the phenomenon of English teacher use of Facebook for professional learning within the teachers' own setting (Kyburz-Graber, 2004; Stake, 2005). Case study has been defined as the deep investigation of a contemporary phenomenon set within its own, real-life context (Hays, 2004; Yin, 2003), conducted through data generation within the environment where the phenomenon occurs (Simons, 2009; Yazan, 2015). Case study research can focus on the uniqueness of a specific case (Bassey, 1999), with a case conceptualised as a single entity defined within boundaries of time, place and focus (Baxter & Jack, 2008; Hitchcock & Hughes, 1995). A case study can be understood as including the process of conducting the investigation of the case, as well as the findings it produces (Stake, 2005). It can be seen as flexible and responsive in process, enabling dynamic, cumulative knowledge development (Hartley, 2004; Simons, 2009). Understanding of the complexities and distinctive features of a phenomenon within a specific context can be developed for full representation of multiple perspectives of the study focus (Merriam, 1998; Stake 1995). The research focus can influence the type of case study selected for use (Stevenson, 2004; Yin, 2003), as well as data generation and analysis methods (Miles & Huberman, 1994; Petty et al. 2012b).

I determined using case study enabled detailed exploration of each teacher's use of Facebook for professional learning (Merriam, 1998; Stake, 2005). Using this methodology enabled me to focus on teachers' unique, personal, individual points-of-view through close and deep examination of their action and experience within their own context (Hartley, 2004; Kyburz-Graber, 2004). Asking the research question focussing on how teachers went about their activity set boundaries for my case study and clearly limited my study's scope to English teachers (Baxter & Jack, 2008; Hays, 2004). I could select teacher participants likely to yield deep, personalised information relevant to my topic (Bassey, 1999; Hays, 2004). I was able to spend time in the school environment to build understanding of local socio-cultural features and practices for developing deeper, contextualised insights into the complexities of my study focus (Flyvbjerg, 2006; Stake, 1998). Through respectful actions and negotiation, I could interact with teachers for extensive, systematic and rigorous data generation (Baxter & Jack, 2008; Stevenson, 2004). I observed a case study protocol (Stake, 1995; Yin, 2003) ensuring: triangulation of data sources to support convergence on the same findings (Flick, 1992; Patton, 2002; Petty et al., 2012b); managing data through systematic generation, labelling, storing and retrieval (Coffey & Atkinson, 1996; Miles & Huberman,

1994) and building a clear chain of evidence showing explicit links between the questions asked, the data generated, and the conclusions drawn (Simons, 2009; Yin, 2003).

I conducted an exploratory, multiple case study, with each teacher constituting a case, open to revealing detailed information about an under-studied topic (Brennan & McGowan, 2006; Yin, 2003). Conducted as a single, or multiple case study using a small number of cases, exploratory case study is useful for identifying details about a phenomenon where little is known (Cannone et al., 2014; Nguyen-Duc & Abrahamsson, 2017). This form of case study enables responsive research that is sensitive to changing contexts, enabling emerging insights and further questioning and investigation (Ogawa & Malen, 1991; Zainal, 2007). By using an exploratory case study, I could include and extend upon detailed description of teacher use of Facebook for professional learning and the context, to interpret teacher experience and action for comprehensive understanding of the study focus (Kyburz-Graber, 2004; Verner & Abdullah, 2012). Using multiple case study research can reveal broader and richer information about little known phenomenon (Eisenhardt, 1991; Gustafsson, 2017). Conducting a multiple, exploratory case study enabled me to investigate the action of several teachers, providing the opportunity for similarities and differences to emerge through comparison (Vannoni, 2015; Vohra, 2014) to present a more comprehensive understanding of the study focus (Eisenhardt & Graebner, 2007; Miles et al., 2013). I could construct a clear extensive detailed study report, using real examples and teachers' actual words (Aronson, 1994; Stake, 2005), for reader accessibility, to understand the phenomenon and assess the quality of my findings and relevance to their own situations (Bassey, 1999; Hays, 2004; Stevenson, 2004).

Data Generation Methods

Using case study methodology enables researchers to enter participants' daily worlds (Kirk & Miller, 2011), to generate rich textual data through social interaction (Ashworth, 1997; Denzin & Lincoln, 2008; Lallé, 2003). My existing knowledge of the school and English Faculty gave me confidence to identify its teachers as potentially informative participants for my investigation (Bassey, 1999; Hays, 2004; Morrow, 2005) and to approach the School Principal for permission to conduct my study at this school (Cohen et al., 2007; Simons, 2009). After receiving permission from the Principal, I recruited participants through the school's internal administrative system. Teacher leaders, designated by the Principal, disseminated details of my research and my contact information, calling for expressions of interest. The English Faculty Leader kept me informed of the process. Interested teachers contacted me directly, or through their team leader. I contacted potential participants directly,

using email, for further discussion about participating in my study, supplying relevant written information explaining the research and participation, and required permission forms. Through negotiation, I visited the school multiple times over the data generation period of eight months, spending time to build understanding of the teachers and their environment (Hitchcock & Hughes, 1995; Strauss & Corbin, 2008).

I brought some familiarity of participants and their school to my data generation, having developed a working relationship with some teachers in the English Faculty through common attendance at English teacher conferences and professional development sessions. Conversations we enjoyed at such events, and intermittent further idea and resource sharing developed from those discussions, contributed to an ongoing collegial mutual awareness and knowledge sharing relationship. I drew on our existing relationship and my experience as a secondary English teacher to begin building a rapport with the teacher for their participation in the data generation phase of my study (Barbour, 2008; Pezalla et al., 2012). I met and interacted with individual teachers and groups at times and places convenient to them (Seidman, 2004; Simons, 2009), for data generation using varied methods to develop a detailed picture and deep understanding of the phenomenon under study (Baxter & Jack, 2008; Stake, 2005; Yin, 2003).

To represent a range of perspectives about English teacher use of Facebook for professional learning, I selected three different data generation methods appropriate for qualitative case study: individual teacher interviews, focus group interviews and participant diaries (Bell, 2005; McGregor, 2006). I will explain and describe each data generation method.

Individual Interviews. I selected individual interviews to give voice to each teacher's perspective of his/her experiences of using Facebook for professional learning through engaging in dialogue (Kvale, 2006; Patterson et al., 2012; Simons, 2009). Each interview presented a unique chance to generate data for knowledge construction through social interaction with participants within their own context (Abu-Lughod et al., 2003; Fontana & Frey, 1994) to develop in-depth information about their experiences and perceptions (Alshenqeeti; 2014; deMarrais, 2004; Seidman, 2006).

With ethics approval from Monash University Human Research Ethics Committees (MUHREC) (see Appendix A), I conducted semi-structured, face-to-face, initial interviews of around 30 minutes with eight English teachers at the school site, at a mutually agreed time and place (Seidman, 2006; Simons, 2009). Conducting individual, face-to-face, informal, semi-structured interviews enabled some flexibility for the interview process, so teachers

could explore and present their own perspectives on their experiences through in-depth consideration of emerging concepts and issues (Brenner, 2006; Bryman, 2001; Smith & Osborn, 2008). Using face-to-face interviews provided the opportunity to establish a positive interaction with participants (Barbour, 2008; Fontana & Frey, 1994) and for more nuanced meaning making through observing intonation, facial expressions and body language (Bell, 2005; Opdenakker, 2006). I used a conversational style, encouraging teachers to talk freely to develop their thinking (Alsaawi, 2014; Roulston, 2010) to address possible power issues in interviews (Kvale, 2006; Yardley, 2000) and encourage teacher authentic participation for knowledge co-creation (Pezalla et al., 2012). I employed active listening techniques, resisting any inclination to interrupt, to encourage teachers to explore their ideas in-depth (Smith et al., 2009; Vagle, 2009). I took only brief notes during the interview as I was mindful of maintaining a productive interaction of mutual engagement to encourage teacher honest and deep disclosure (Hermanowicz, 2002; Knox & Burkard, 2009; Nunkoosing, 2005). Occasionally I jotted notes of particular words or phrases to probe at an appropriate point in the conversation – for clarification, explanation or extension of a thought or concept (Lune & Berg, 2017; Rubin & Rubin, 2005).

While I designed questions (see Appendix B) to guide teacher thinking and our conversations within the parameters of the study design (Denzin & Lincoln, 2005; deMarrais, 2004), the semi-structured nature of the interviews and open-ended questions permitted teachers to explore study-related points and issues, that were important and meaningful to them (Barbour, 2008; Seidman, 2006). I constructed some prompts to use in the interviews (see Appendix B) to encourage teachers to speak freely and broadly about their experiences (Brenner, 2006; Hermanowicz, 2002; Simons, 2009). All interviews were conducted in a quiet space in the school selected by the teacher participant(s) and were audio-recorded with permission (Bell, 2005; Opdenakker, 2006). I transcribed recordings verbatim as soon as possible after completion of the interview and sent teachers relevant transcriptions inviting their comments or corrections (Krefting, 1991; Shenton, 2004).

Focus Group Interviews. I conducted two iterations of focus group interviews, of approximately 45 minutes each, with the six teachers who used Facebook for professional learning. I selected to use focus group interviews to stimulate teacher deeper discussion and clarification of themes (Fontana & Frey, 1994; McLafferty, 2004) arising from early findings to enable interactive discussion for deeper reflection on their action of using Facebook for professional learning (Alsaawi, 2014; Bell, 2005). Focus groups draw together a small number of people with a common interest in a topic (Lune & Berg, 2017; Rabiee, 2004).

They can generate a large amount of rich data in a short time (Dilshad & Latif, 2013; Smithson, 2000) and give participants the opportunity to consider and reveal assumptions and beliefs driving their thinking and action (Barbour, 2008; Kitzinger, 1994). Conducting focus group interviews enabled me to extend and deepen my investigation into knowledge arising from previously generated data in individual interviews and Facebook-use diaries (Merriam, 1989; Vaughn et al., 1996). The second iteration of focus group interviews was conducted several months after the first, giving teachers time for further action in, and reflection on, their use of Facebook for professional learning (Krueger, 2002).

I arranged the teachers into two groups: one comprising four teachers and the other comprising two. Varied ideas, opinions and information arising from individual interviews informed focus group composition and formulation of the questions. Drawing on this data, assured that individuals' varied ideas and attitudes in each focus group, were potentially stimulatory of generative discussion for deeper exploration of my study focus (McLafferty, 2004; Rabiee, 2004). Participant availability and my determination of the likelihood of generating purposeful, rich discussion (Lune & Berg, 2017; McLafferty, 2004), based on my understanding and observations of participant existing relationships and interactions (Robinson, 2012), influenced the group composition. I determined that these groupings maximised possibilities for participants to relate, and interact around, comments and references made by co-participants (Kitzinger, 1994; Rabiee, 2004).

I formulated open-ended questions (see Appendices C & D) to guide and stimulate deeper teacher discussions and reflections, enabling broader and more detailed information to emerge (Fontana & Frey, 1994; Smithson, 2000) through exploration of ideas, feelings and individual perspectives (Rabiee, 2004; Vaughn et al., 1996). I listened carefully to discussions, prompting only for clarification or extension of ideas or comments (Brenner, 2006; Simons, 2009), enabling teachers to move the conversation in directions of their interest (Barbour, 2008; Seidman, 2006). Teachers were able to respond to stated ideas and receive feedback on their own comments (Alsaawi, 2014; Dilshad & Latif, 2013; Kitzinger, 1994). As similarities and differences emerged in discussion, they could consider colleagues' ideas and reconsider, revise and extend their own (Rabiee, 2004; Robinson, 2012). Although teachers actively engaged with each other during the interviews, they frequently sought my engagement and reaction (Nunkoosing, 2005; Seidman, 2006). To remain engaged and responsive to the conversation flow (Bell, 2005; Simons, 2009), I took brief notes only when I noticed a thought or idea I wished to explore more deeply, seek extension or clarification (Mason, 2002; Rubin & Rubin, 2005).

With permission, I audio-recorded interviews (deMarrais, 2004; Opdenakker, 2006). I transcribed the interviews, verbatim, as soon as possible after the interviews and sent transcriptions to relevant teachers inviting their comments or corrections (Krefting, 1991; Shenton, 2004).

Teacher Diaries. I used participant diaries to generate a different form of data about teacher use of Facebook for professional learning, supplementing that formed through individual and focus group interviews (Lewis et al., 2005; McGregor, 2006). Using participant diaries can generate valuable data in qualitative case studies, presenting unique opportunities for revealing detailed information about participant experiences (Elliott, 1997; Iida et al., 2012). This method can be used to reveal comprehensive information about a specific area of interest in the research (Coxon, 1999; Jacelon & Imperio, 2005) and can corroborate developing themes arising from other data (Meth, 2003).

Participant diaries are seen as a way of capturing information impractical to observe or access through other methods suited to the research interest and design (Elg et al., 2011; Jacelon & Imperio, 2005). Using participant diaries can extend upon data from individual interviews to generate information similar to observations (Zimmermann & Wieder, 1977). The private and individual nature of using diaries can reveal deeper personal experience and insights than may be shared in focus group interviews (McGregor, 2006; Meth, 2003). Diary entries can present a clear picture of events in context, providing insight into particular, participant decisions and revealing taken-for-granted practices and assumptions in their daily lives (Elliott, 1997; Toms & Duff, 2002). Entries made soon after action are seen to limit recall inaccuracies (Iida et al., 2012) and interview-related researcher influence, to provide authentic representation of participant experiences (Bolger et al., 2003; Coxon, 1999). Participants can be informants and observers as diaries enable description, generation of ideas, reflection and reconsideration, through ongoing iterative use (Lewis et al., 2005; McGregor, 2006).

I used solicited, structured diaries asking teachers to record details of their action of using Facebook for professional learning, for a period of one week (Bell, 2005; Jacelon & Imperio, 2005). I introduced the ‘Facebook use Record’ (see Appendix E) with each teacher immediately after conducting individual interviews, explaining my reasons for using the diaries and possible ways teachers could record their action (McGregor, 2006). I constructed a suitable diary, designed for my research, in consultation with my supervisors and seeking comments from two teacher participants (Iida et al., 2012). Asking teachers to complete the record at any time convenient to them, before the focus group interview, enabled possible

supplementary discussion in the interviews (Meth, 2003; Toms & Duff, 2002). Providing a suggested structure for recording action guided teachers to provide information likely to inform my study focus (Lewis et al., 2005). I gave teachers the choice of recording their action on a paper or electronic copy to accommodate individual convenience, and personal preference (Bolger et al., 2003; Zimmermann & Wieder, 1977). To enable flexibility and encourage commitment to the task, I gave teachers the opportunity of providing additional comments or information in text or verbal form if they wished, and to ask questions about this data generation at any time (Elliott, 1997; Kenten, 2010).

Participants

Eight, secondary English teachers at one school participated in my study. Respecting the Principal's expressed preference for school anonymity in my reporting, I selected to use pseudonyms for the school and all teacher participants in this, and any other reports of my study (Barbour, 2008; Simons, 2009). Some descriptive details of the school and teacher participants have been masked to protect privacy (Cohen et al., 2007; Smith, 2009). Jamesborough College is an independent, co-educational school in Melbourne, Victoria. Enrolments extended from Early Learning to Year 12, with both Victorian Certificate of Education (VCE) and the International Baccalaureate (IB) English subjects offered at Years 11 and 12. I focussed my research in the secondary school, including teachers teaching English across Years 7 to 12. All teachers volunteered to participate in my study, responding to information disseminated by the school administration. Six of the eight participants were using Facebook for professional learning and two actively elected not to use this platform for their learning. The two teachers electing not to use Facebook this way, requested inclusion to share their experiences with Facebook and choice to exclude it from their learning repertoire. Anticipating opportunities for insights into tensions around teacher Facebook use, I accepted their offers.

All eight teachers participated in individual interviews, with the six teachers using Facebook for professional learning participating in two iterations of focus group interviews. As focus group interviews were designed to investigate more deeply teacher activity using Facebook in learning, and their perceptions of their learning and impact on practice, the two teachers not using Facebook in this way were excluded. Similarly, they were excluded from data generation using diaries – recording individuals' interactions with Facebook for learning.

Teachers varied in their teaching experience, and English teaching focus at the time of the study (Table 1).

Table 1

Teaching Background and Current Teaching Focus

	Years (Yrs.) Teaching	Yrs. at this school	English teaching in year of study (Y – Year)
Beth	13	1	Y.7 & Y.8 English
Jane	5	5	Y.7, Y.10 & Y.11 English
Laurence	16	5	Y.9 English; Y.12 VCE Literature; Y.12 IB Literature
Meg	10	9	Y.7 & Y.8 English; Y.12 VCE English; Y.12 IB Language and Literature; Y.12 IB English
Dave	2	1	Y.7 English
Caroline	14	8	Y.10 & Y.12 VCE English
Kenneth	3	3	Y.9 & Y.10 English; Y.10 & Y.11 Literature;
Olivia	16	3	Y.9 & Y.10 English; Y.12 IB Literature

Beth was in her thirteenth year as a teacher and came to teaching after working in the corporate sector. She was in her first year of teaching at Jamesborough College, teaching English at Years 7 and 8. Jane had completed four years of teaching – all of that at Jamesborough College. She had a leadership role in school debating and was teaching Years 7, 10 and 11 English. Laurence was in his sixteenth year of teaching and in his fifth year of teaching at this school. He was teaching Year 9 English, Year 12 VCE Literature and Year 12 IB Literature. Meg had taught for nine years – eight of those at Jamesborough College. She had an English-subject leadership role and was teaching English at Years 7, 8 and 12 VCE, Year 12 IB Language and Literature and Year 12 IB English. Dave was in his second year of teaching and first year at Jamesborough College. He was teaching Year 7 English. Caroline was in her fourteenth year of teaching, previously working in the corporate sector. She had been teaching at this school for eight years and had a senior leadership position. She was teaching Year 10 English and 12 VCE English. Kenneth was in his third year of teaching – all at Jamesborough College. He taught Years 9 and 10 English and Years 10 and 11 Literature. Olivia was in her sixteenth year of teaching and third year at Jamesborough College. She was teaching Years 9 and 10 English and Year 12 IB Literature.
Participants also varied in their history and current use of Facebook (Table 2).

Table 2

Participant Facebook Use

	Owns Facebook Account (Years)	Facebook use for Professional Learning (Years)	Currently use Facebook for Professional Learning
Beth	10	3-4	Yes
Jane	7	5	Yes
Laurence	10	10	Yes
Meg	4	4	Yes
Dave	8	3	Yes
Caroline	12	7	Yes
Kenneth	11	2	No
Olivia	13	4	No

Beth had a Facebook account for ten years and had used this platform for professional learning for three to four years. Jane had been using Facebook for seven years, using it for professional learning in all her years of her teaching. Laurence started using Facebook ten years ago, and had used it for professional learning over all those years. Meg had used Facebook for four years, using it for professional learning throughout that time. Dave had a Facebook account for eight years and used it for professional learning for three years. Caroline had used Facebook for 11 years, using it for professional learning for seven years. Kenneth had a Facebook account for eleven years, had used it intermittently for professional learning for approximately two years during pre-service education, but had elected not to continue using it for professional learning beyond that time. Olivia had a Facebook account for 13 years, had used it for professional learning for four years at a previous school, but had elected not to continue using it for professional learning.

Data Analysis

In this study I used thematic analysis – considered appropriate for analysing large amounts of textual data generated in qualitative research (Nowell et al., 2017; Saldaña, 2013). Thematic analysis has been defined as a way to see and interpret data (Boyatzis, 1998) or a way of recognising, describing, organising, and analysing patterns in data to represent the phenomenon being studied (Fereday & Muir-Cochrane, 2006; Smith & Firth, 2011). It has

been described as a highly flexible, adaptive, accessible method of data analysis, yielding rich description and contributing to rigorous research (Braun & Clarke, 2006).

Using thematic analysis enabled presentation of teachers' perspectives on their experiences of using Facebook for professional learning from within their context (Nowell et al., 2017; Smith & Osborn, 2008). Themes could arise inductively from data through development of patterns and codes from raw data (Coffey & Atkinson, 1996; Saldaña, 2013) to reveal detailed understanding of the characteristics of the phenomenon studied (Boyatzis, 1998; Smith & Firth, 2011). Often presented as a step-by-step approach (Attride-Stirling, 2001; Fereday & Muir-Cochrane, 2006), thematic analysis can be used reflexively throughout the research process (Birks et al., 2008; Boyatzis, 1998). It enables concurrent data generation and analysis (Braun & Clark, 2006; Miles & Huberman, 2013) and continual reflective consideration of data analysed and the analysis process, through ongoing examination and re-examination of data (Coffey & Atkinson, 1996; Smith et al., 2009).

I approached my data analysis as a systematic, progressive process of building understanding of teacher action and perceptions of my study focus (Braun & Clark, 2006; Nowell et al., 2017). I analysed data iteratively, moving continuously back and forth through analysis stages and raw data (Fereday & Muir-Cochrane, 2006; Saldaña, 2013). I managed data carefully and systematically through immediate labelling, sorting and secure storage (Miles & Huberman, 1994; Yin, 2003). At the first opportunity after individual and focus group interviews I wrote reflective, summary notes (Dilshad & Latif, 2013; Simons, 2009) to record my observations and first impressions of the interaction, and to note any early, arising themes (Krueger, 2002; Rabiee, 2004). I transcribed interview recordings verbatim as soon as possible after completing each interview to build data familiarity and transfer audio data to document format (Miles et al., 2013; Seidman, 2006). I sent copies of relevant interview transcriptions to participants for member checks (Krefting, 1991; Shenton, 2004) and to my supervisors for our discussion and comparison of early emerging themes (Callary et al., 2015). Reflecting on points from supervisory discussions and participant comments informed further data generation and analysis (Guba, 1981; Miles et al. 2013).

I displayed transcribed interview data in tables in word documents to enable notation – paraphrasing, commenting and questioning – and for consistency and transparency of the data analysis process (Miles & Huberman, 1994; Smith & Osborn, 2008). I proceeded in systematic data analysis, beginning with reading and re-reading interview transcripts to develop familiarity with the contents (Nowell et al., 2017; Smith, 2011). In a line-by-line analysis of each data point (Larkin & Thompson, 2012; Smith & Firth, 2001), I formed and

labelled initial codes (see Appendix F) by noticing data fragments indicating interesting ideas, thoughts, comments and words or terms (Fereday & Muir-Cochrane, 2006; Miles et al., 2013). Developing codes provided a way to begin describing and reducing data (Seidman, 2006) through identifying, categorising and labelling meaningful segments of data for retrieval and further data analysis and interpretation (Coffey & Atkinson, 1996; Saldaña, 2013). I noted participant words or phrases conveying succinct or particular meanings, for possible inclusion as quotations, to represent teacher voice in the final report (Aronson, 1994; Smith & Osborn, 2008). I noted my own arising questions, ideas, reactions and comments for further consideration and ongoing data analysis (Birks et al., 2008).

Combining and sorting codes through noting similarities and differences enabled patterns to emerge from the data to form themes (Braun & Clark, 2006; Fereday & Muir-Cochrane, 2006). Themes revealed and combined important recurring ideas, thoughts and comments for developing understanding of participant experiences and perceptions (Miles et al., 2013; Nowell et al., 2017). I used colour-coding and further side notes to help me keep track of my data analysis process and notice developing and emerging relationships in the data (Coffey & Atkinson, 1996; Smith et al., 2009). Naming and forming short descriptions of each theme assisted analysis consistency (Braun & Clark, 2006; Nowell et al., 2017). I proceeded to refine themes drawing them together through identifying similarities and common threads of meaning, renaming, resorting and collapsing them into three major themes representing the most important and interesting features of the data (Smith et al., 2009; Smith & Osborn, 2008) and participant experiences and perceptions of the study focus (Aronson, 1994; Boyatzis, 1998).

I relied on teacher honesty for the authenticity of the information appearing in the teacher diaries recording their Facebook activity – trusting the information represented their action of using Facebook for professional learning (Hitchcock & Hughes, 1995). I conducted a line-by-line analysis of each teacher diary (Larkin & Thompson, 2012; Smith & Firth, 2001) noting, labelling and categorising resources teachers accessed for their professional learning (Hitchcock & Hughes, 1995), others they interacted with in that action (Kitzinger, 1994; Robinson, 2012) and reflections they offered about learning or further action stimulated through interaction with the resource, to understand teacher perspective on their learning (Simons, 2009; Stake, 2010).

Throughout the data analysis process, I continually returned to the original transcripts to check developing interpretation against teachers' actual words (Miles et al., 2013; Smith & Osborn, 2008). I attempted to bridle my existing beliefs and assumptions throughout data

generation and analysis, to remain open to new information revealed from participant perspectives (Vagle, 2009; Vagle et al., 2009). I used my researcher journal continuously throughout data generation and analysis to help me keep track of the process, note and contemplate arising comments, questions, confusions and ideas (Lincoln & Guba, 1982; Nowell et al., 2017) and to record reflections on developing understanding of teacher use of Facebook for professional learning (Altrichter & Holly, 2005; Vicary et al., 2017).

Trustworthiness

To elicit confidence in findings and acceptance of investigation integrity, it behoves all researchers to heed trustworthiness (Krefting, 1991; Wallendorf & Belk, 1989) and clearly report adherence to trustworthiness features throughout studies (Elo et al., 2014). Demonstrating professional approaches to trustworthiness during the study process, and showing findings were derived through trustworthy practices are important in qualitative research (Lincoln & Guba, 1982; Merriam, 1995). Tension persists around issues of trustworthiness in this type of research (Anney, 2014; Freeman et al., 2007) with continuing discussions about quality (Pandey & Patnaik, 2014), worth (Yardley, 2000), rigour (Krefting, 1991), soundness (Anney, 2014) and credibility of studies and findings (Morrow, 2005). In the qualitative research broad arena, encompassing varied approaches (Anney, 2014; Freeman et al., 2007), researchers are responsible for selecting and applying actions to ensure trustworthiness in each study (Nowell et al., 2017; Tobin & Begley, 2004).

Being aware that demonstrated trustworthy approaches throughout a study potentially influence its evaluation and acceptance by others (Anney, 2014; Krefting, 1991), I established and maintained appropriate practices attending to its features (Bassey, 1999; Baxter & Jack, 2008; Kyburz-Graber, 2004). I adhered to these practices throughout the processes of participant identification and recruitment, data generation, storage, analysis and interpretation, and research reporting (Creswell, 2014; Cutcliffe & McKenna, 1999; Freeman et al., 2007; Shenton, 2004). As I moved through my study, I grew my understanding of the interrelationships of trustworthiness, reciprocity (Amis & Silk, 2008; Harrison et al., 2001) and reflexivity (Berger, 2015; Koch & Harrington, 1998), and ways their features interact during trustworthy qualitative research (Ortlipp, 2008). I show reciprocity in research reporting by using participant actual words in presenting findings, giving voice to their multiple realities (Stake, 2005; Stevenson, 2004), while presenting my interpretations in an academically acceptable form (Harrison et al., 2001).

It is imperative that trustworthiness criteria applied to studies are consistent with driving ontological and epistemological beliefs and the methodology and methods selected

for each investigation (Anney, 2014; Morrow, 2005). Specific, developed criteria preserve the plurality and contextualised nature of qualitative research, while ensuring research quality and acceptability (Krefting, 1991; Shenton, 2004). I drew from conceptualisations that trustworthy qualitative research encompasses ongoing attention to features of credibility, transferability dependability and confirmability (Guba, 1981; Lincoln & Guba, 1985) to guide my study approach. In my study, I understood these terms in the following way:

- credibility to mean the veracity of the representation of the phenomenon studied;
- transferability to mean degree of relevance and usefulness of study findings to others;
- dependability to mean acceptability of the research process and useability of the research design by others;
- confirmability to mean findings arising from generated data represent participants' realities (Shenton, 2004).

I adopted a range of strategies to satisfy these four main features, understanding that they interrelate and complement each other, with each single feature potentially satisfying more than one aspect of trustworthiness (Krefting, 1991; Lincoln & Guba, 1985).

I implemented credibility practices throughout to encourage confidence in the veracity of my study's findings, as important qualitative researcher work (Lincoln & Guba, 1985). Spending time at the school through many visits over the data generation period (across eight months of one school year), I cultivated congenial relationships with participants and other staff, as I developed understanding of the school norms and practices (Hitchcock & Hughes, 1996; Wallendorf & Belk, 1989). Entering the teachers' working environment (Kirk & Miller, 2011), I was mindful of the potential influences of my presence and actions on the study process and findings (Lallé, 2003; Ratner, 2002). Noticing and respecting the socio-cultural practices of the school and developing familiarity within the environment (Hitchcock & Hughes, 1996), enabled trust and rapport building with teacher participants, for maximising credible data generation containing honest, personal insights (Amis & Silk, 2008; Krefting, 1991). I addressed possible power issues arising around my researcher status, and offered reciprocity to the school, through ongoing respectful interactions and sharing my relevant professional skills (Harrison et al., 2001; Ortlipp, 2008). Such interactions included accepting invitations to participate in incidental, informal, collegial discussions about professional learning, with a range of teachers, and invitations to engage with students in a range of middle years' English classroom activities.

Using various methods to generate rich data relevant to my study focus, and checking developing understanding throughout data generation and analysis, strengthened my research

credibility (Lincoln & Guba, 1985; Wallendorf & Belk, 1989). I invited all English teachers at the school for voluntary, study participation, seeking to attract teachers inclined to committed, active involvement, for yielding insights into Facebook use for professional learning (Guba, 1981). Including two teachers actively selecting not to use Facebook for this purpose, broadened the range of views available for understanding this form of professional learning (Wallendorf & Belk, 1989). I used several appropriate data generation methods to generate rich, relevant data representing participant multiple realities (Krefting, 1991; Shenton, 2004). Checking my growing understandings through discussions with participants, actively clarifying meanings in interviews (Morrow, 2005), and inviting members' checks on transcribed data (Hoffart, 1991; Sandelowski, 1993), offered some reciprocity to teacher participants and contributed to trustworthiness (Harrison et al., 2001; Ortlipp, 2008). Discussions with peers about my research focus, approach and developing understandings (Amis & Silk, 2008), and reflective discussions with my supervisors about my study progress and identified trends arising from three data points (Krefting, 1991), helped me test emerging meanings I formed, and re-formed during my study (Guba, 1981; Shenton, 2004).

Showing transferability of research and findings to other contexts can be challenging in qualitative research (Guba, 1981; Pandey & Patnaik, 2014), as this type of research is concerned with studying phenomena in depth, within their own particular environments, to develop findings specific to each study (Merriam, 1995). But qualitative study findings can contribute to knowledge building about the research focus, potentially informing knowledge building and other researchers (Flyvbjerg, 2006; Freeman et al., 2007). Researchers are responsible for providing sufficient detail about the phenomenon under study, participants, and study context and boundaries (Shenton, 2004), so readers can make judgements about the applicability of the research and its findings to their own settings (Lincoln & Guba, 1985; Pandey & Patnaik, 2014). My research report provides rich description of the site and participants, research background and context, and clear, full explanation of my study focus, assisting readers to determine my research and findings relevance to their own situations, and maximising transferability opportunities (Elo et al., 2014; Shenton, 2004).

Study dependability and credibility are closely associated, with clearly established credibility contributing to dependability observance (Lincoln & Guba, 1985). Expecting consistency of results across contextually-based, qualitative studies, concerned with specifics of time and place, is problematic (Morrow, 2005; Shenton, 2004). Qualitative research occurs within real world complexities, with variability anticipated and accommodated, amid emergence of multiple realities (Krefting, 1991; Sandelowski, 1993). Operating in constantly

changing worlds, rather than seeking consistent findings, dependability in qualitative research is construed as showing authenticity of the research process in producing acceptable findings, (Sandelowski, 1986; Wallendorf & Belk, 1989). Using several data generation methods enables converging findings (Guba, 1981; Yin, 2003), distinctly emerging from generated data, demonstrating dependability (Merriam, 1995; Nowell et al., 2017). Clearly reporting details of the research process, including data generation, analysis and interpretation, enables readers to assess effective use of methods for conclusions reached (Shenton, 2004; Tobin & Begley, 2004). Constructing a process audit trail demonstrates rigorous data handling processes for reader assessment of dependability (Lincoln & Guba, 1982). My research report presents a detailed account of data generation using three methods (Flick, 1992), data management and storage systems (Miles & Huberman, 1994) and diligent application of thematic data analysis (Boyatzis, 1998; Fereday & Muir-Cochrane, 2006). I show coherence in my thesis, identifying connections between findings and conclusions drawn through data interpretation (Elo et al., 2014; Guba, 1981), demonstrating rigour and transparency of my research (Krefting, 1991; Nowell et al., 2017).

Notions of confirmability, arising from concerns about researcher bias and issues of neutrality in qualitative research (Krefting, 1991; Wallendorf & Belk, 1989), are complex and interlinked with other qualitative research, trustworthiness features (Morrow, 2005; Sandelowski, 1986). Confirmability and credibility are concerned with authentic representations of teacher experiences and perspectives of the study focus (Lincoln & Guba, 1982; 1985). The process audit trail demonstrating dependability is conceptualised alongside the product audit trail aspect of confirmability (Morrow, 2005). Confirmability is construed as arising from demonstrations of dependability, transferability and credibility (Sandelowski, 1986). Ensuring confirmability poses challenges in qualitative research with researchers intricately involved in generating, analysing and interpreting data (Onwuegbuzie & Leech, 2007; Shenton, 2004). Selecting varied data generation methods for triangulation (Eisenhardt, 1989; Guba, 1981; Hudson & Ozanne, 1988; Stake, 1995) and clearly demonstrating findings emerging from data to represent participant experiences, perspectives and multiple realities, strengthen confirmability through minimising researcher bias influences (Pandey & Patnaik, 2014; Tobin & Begley, 2004; Wallendorf & Belk, 1989). Distinctly connecting the research question(s), methods, data and conclusions reached in my research report contributed to demonstrating confirmability in my study (Morrow, 2005; Shenton, 2004).

Subjectivity, objectivity and researcher neutrality are complex, contested concepts in qualitative research, with suggestions that researcher subjectivity can reduce research

trustworthiness (Cutcliffe & McKenna, 1999; Sandelowski, 1986). Although there are claims of the importance for qualitative researchers to put aside pre-existing understandings and conceptualisations (Lallé, 2003; Tufford & Newman, 2010), there is also recognition that adopting such a stance can be challenging and contentious (Ashworth, 1997; Biggerstaff & Thompson, 2008; Freeman et al., 2007; Vagle, 2009). Ideas that qualitative researchers must find detached positions, distancing themselves from action at sites for critical information engagement (Lallé, 2003), sit alongside arguments of impossibility for nullifying researcher influence, and acceptance of researcher impact minimisation (Larkin & Thompson, 2012; Wallendorf & Belk, 1989). Conceptualisations of researcher existing knowledge, skills and beliefs enabling better interpretation and understanding of participants' worlds (Ratner, 2002), suggest researcher immersion in the world of the participants, its culture and practices, generates fuller, more accurate representations of the site and phenomenon studied (Cutcliffe & McKenna, 1999). While maintaining awareness that my existing knowledge and cultural perspectives provided impetus for my investigation (Ashworth, 1997), I remained mindful that these characteristics potentially influenced my investigation conduct, and that my interaction with teacher participants influenced both the study process and its findings (Anderson, 2010; Lietz & Zaya, 2010). I attempted to bridle the knowledge beliefs and assumptions I brought to the study to enable continual alertness to new, unexpected revelations, contributing to deep and full understanding of my research focus (Dahlberg, 2006; Vagle et al., 2009). I worked to set aside my existing perceptions (Vagle, 2009) of teacher Facebook use for learning developed through experiences of administrating a teacher group, by listening carefully to participants reporting their experiences and understandings.

Researcher reflexivity emerges as an important confirmability feature in qualitative studies (Anney, 2014). Reflexivity helps researchers identify their assumptions carried into each study and consider possible influences on its process and findings (Wallendorf & Belk, 1998). Acting reflexively enables researchers ongoing considerations of changing understandings and beliefs (Guba, 1981; Lincoln, 1995). Constructing and constantly engaging with my researcher journal throughout my investigation provided opportunities for honest interrogation (Berger, 2015; Pandey & Patnaik, 2014), critically reflecting on my influence on the investigation process and meanings I was making from data (Morrow, 2005; Ortlipp, 2008). I used my researcher journal in an ongoing and personal way to track daily study progression, including data generation and analysis (Nowell et al., 2017). I summarised important discussions and supervisor feedback, noted reflections, developing insights, ideas, decisions, and unresolved questions for later revisits and consideration (Lincoln & Guba,

1982). Continuing to record and reflect upon my thoughts and interpretations regularly in my journal (Roulston, 2010; Vicary et al., 2017) enabled ongoing awareness of my own reactions and activity throughout my study (Lietz & Zayas, 2010; Tufford & Newman, 2010) and respond to ways I was interacting with participants and my study (Krefting, 1991; Ortlipp, 2008).

While conscious of satisfying trustworthiness features throughout my study, I was aware that qualitative research occurs through a series of negotiations in social interactions (Harrison et al., 2000; Tobin, 2006). Building trust and rapport with participants for honest, constructive interaction was an important feature of my researcher role and indicated to me the relationship between satisfying criteria to ensure trustworthiness of my research and acting ethically in all phases of my study (Lincoln, 1995).

Ethical Considerations

Conducting qualitative research, investigating English teacher quotidian use of Facebook for professional learning, I was conscious that entering into teachers' daily worlds necessitated consideration of a range of ethical issues (Guba & Lincoln, 1994; Tobin, 2006). This included seeking formal ethics approval, as well as establishing and maintaining ethical practices throughout my study (Cohen et al., 2007; Neuman, 2014). I held ethics approval (see Appendix A) and permission the research site's school Principal before commencing data generation (Bell, 2005). To engender trust in the integrity of my research approach, and attract participants, I approached the school's administration professionally and respectfully (Harrison et al., 2000; Hitchcock & Hughes, 1995), giving honest and full explanation of the study focus and intended process, and requesting information dissemination to possible participants, while inviting questions arising from interest or the need for clarification (Cohen et al., 2007; Lincoln & Guba, 1989).

I considered and responded to ethical issues throughout my study, approaching all my interaction at the site as social negotiations, requiring ongoing flexibility and respect (Simons, 2009; Tobin, 2006). Interpreting ethical practice as extending beyond minimising disruption to school practices and not causing harm to the participants, I provided reciprocity wherever possible (Lincoln & Guba, 1989; Tisdale, 2004). Teachers participated voluntarily in the data generation process, after giving fully informed consent, knowing there was no obligation to continue against their wishes, and no consequence upon withdrawal (Neuman, 2014; Shenton, 2004). I was aware that the process of developing trusting relationships with teachers through our close, personal interaction during data generation, could evoke personal vulnerability, with deep and honest conversation in interviews having potential to reveal

information teachers considered personal or private (Barbour, 2008; Mason, 2002). To encourage teacher honest conversations, I offered them confidential and anonymous participation (Lincoln & Guba, 1989; Lune & Berg, 2017). To remain sensitive to individual teacher circumstances and respond to their availability and preference for interaction, I followed each teacher's lead in selecting the physical environment for our discussions and responded to conversations they initiated informally about my study and about teacher professional learning (Cohen et al., 2007; Tobin, 2006).

I acted ethically in reporting my research, including this thesis, by respecting the school's expressed preference for anonymity by using a pseudonym for the school name and all participants and masking some details in descriptions of the school and participants (Cohen et al., 2007; Smith, 2009). Research reports represent teachers' real-world experiences accurately, fully and without bias (Tisdale, 2004). Demonstrating reciprocity, I shared insights and research findings emerging during the study in participant-initiated informal discussions, and informally shared resources related to Facebook use for professional learning as opportunities arose. Alerting participants to publications reporting my study findings, as they occur, and advising the school my thesis publication, enabling its future access if desired, further demonstrate reciprocity.

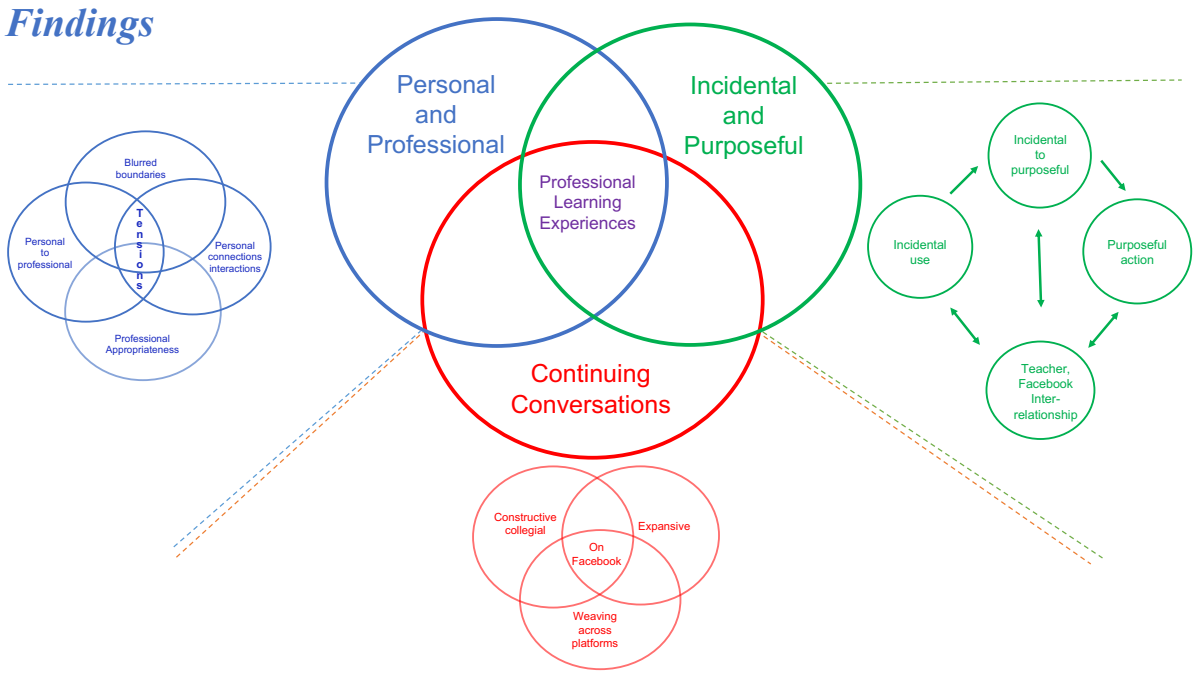
In this chapter I presented the methodology used to investigate my selected topic, and my beliefs underlying the conduct of this research. I explained use of case study, and methods of data generation and analysis. Trustworthiness issues and ethical considerations have been addressed. In the next chapter, I begin presenting my findings.

Chapter 5

Findings: Personal and Professional Experience

In the next three chapters I report the findings of my qualitative study, conducted in a busy, complex school environment, investigating English teacher use of Facebook for professional learning (Figure 5).

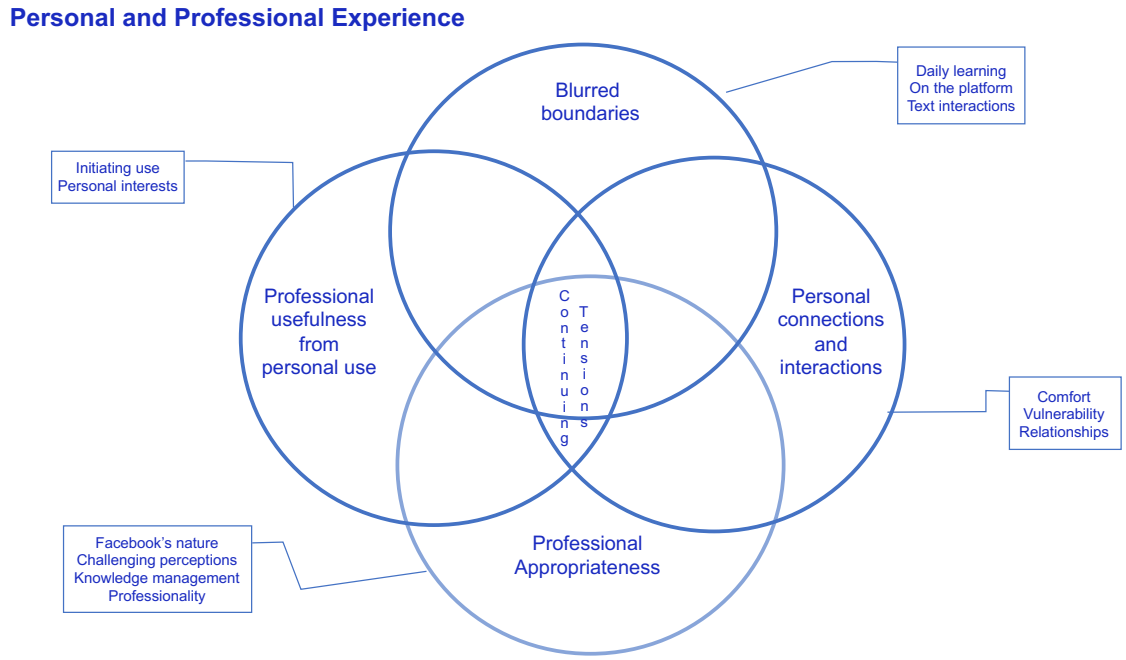
Figure 5



I studied participant Facebook use for this purpose, within their complicated and hectic, daily, working lives. Teachers navigating quotidian, competing demands, continually traversed fuzzy boundaries around teaching, teacher work, and professional learning. Plentiful, rich, textual, generated data reveal intricacies of teacher learning in their vibrant worlds, and understandings of their learning experiences. While there may be a sense of revisiting scenarios or explanations at some points in my presentation of findings, at each stage, I focus on the particular aspects of data relevant to the focus theme. Eloquent, full, participant recounts and interpretations often revealed, within one data segment, findings informing several, related themes, intertwined in teachers' experiences and recounts. In my analysis and report, I unravel these intricacies to present each theme as discretely as the interlinking allows. In the following three chapters, I use the three major emergent themes: personal and professional experience; incidental and purposeful use; and continuing conversations, to frame presentation of findings, discussing them sequentially.

The relationship between the personal and the professional in English teacher use of Facebook for professional learning emerges from data as a major theme (Figure 6). Teacher personal and professional interests, experiences, understandings and actions are interrelated within this theme. These features influence teacher ongoing professional learning using Facebook, and participant continuing use of this social media platform to inform learning. Four sub-themes emerged within this major theme: blurred boundaries; professional usefulness growing from personal use; personal connections and interactions; and professional appropriateness. I discuss the sub-themes sequentially in presenting findings in this major theme, beginning with blurred boundaries.

Figure 6



Blurred Boundaries

The notion of blurred boundaries emerged as teachers discussed their use of Facebook for professional learning. This was compounded by indistinct boundaries around the personal and the professional in professional learning, teacher interactions with Facebook, and the interaction of Facebook use and professional learning in teacher daily lives. Teachers noted the difficulties they experienced identifying separation of personal and professional Facebook use in relation to professional learning. Early in their first Focus Group discussion, Caroline and Laurence discussed those difficulties, with Caroline proffering: "It's so hard to make that distinction", Laurence replying: "I think it's so hard to draw the line" and Caroline adding: "I don't think it's very clear cut at all". Later, reflecting on diary entries recording Facebook use

for professional learning, Caroline revisited that thought: “that personal, professional divide, or lack of divide … I found it hard to classify what I was looking at … that’s hard to define, what’s personal and what’s professional and it’s hard to log”. Teachers in Focus Group One made similar observations about the difficulty of this task. Beth explained: “it’s not discrete, it just blends, there are no real boundaries … it’s very hard to have those distinctions” with Jane adding: “that line is not clearly differentiated between, ‘I am on Facebook now and this is my personal time and my personal space with friends’”. Meg agreed, adding: “it’s so blurred, that distinction”. Beth’s observation: “I guess for me, we’re always in that space where things seem to be almost seamless, they’re not discrete as such. We are kind of surrounded by so many stimuli that we move from space to space unconsciously”, suggested easy, natural movement across fuzzy boundaries. Jane’s explanation, “I think part of the issue is that we’re always thinking about teaching, as teachers; so, that line is not clearly differentiated” suggested unclear boundaries in other parts of teacher daily worlds may influence unclear delineation of personal and professional Facebook use in professional learning.

Daily Learning

Blurred boundaries around personal and professional Facebook use for professional learning appeared influenced by participant broad, virtually unbounded conceptualisations of professional learning and learning action. Laurence spoke very broadly of professional learning, suggesting the process occurred: “every day, every second, it never stops; it’s just a process you keep on going through. I don’t think it ever stops”. Caroline’s comment: “I guess it’s really hard to say, you know, what is professional learning. I mean, everything you engage with is a form of professional learning, thinking about it” defined learning action as almost limitless, reinforcing notions of blurred boundaries around the personal and the professional. Participants appeared to understand and accept unclear boundaries in their daily professional learning engagement. Beth explained: “professional learning to me comes from my kids, my colleagues, my family, things that I’m reading, things that are formal, things that are informal. It’s really just anything that kind of provokes my thinking in a particular way”. David described learning action as: “a whole range of things for me. I think that at its core, it’s developing your professional practice and developing your own style of teaching through various resources”. Meg offered understanding that: “teacher professional learning for me is any way I’m engaging in an activity that is promoting my own learning”. Jane’s explanation that “professional learning does not happen to a schedule; it’s something that happens sometimes incidentally and definitely something that is happening almost constantly within

and beyond the school grounds" indicated blurred boundaries around professional learning action could extend across time and place.

Reported access and use of Facebook for professional learning generally showed boundary blurring around time and place. Facebook interactions were not limited to personal or professional time or location, but were reported occurring at times convenient to individual teachers – spread across time of day and week, and a range of locations. Each participant reported regularly accessing Facebook, outside school hours – often when using public transport, waiting for appointments or meetings, or at home – before and after school, and on the weekends. David's comment: "I don't know that in terms of professional learning that there is a specific set of times that I sit down and I go: 'I'm going to find something to use in my class'" indicated the typical flexibility teachers showed around time-of-day access of Facebook for professional learning. Beth's account of accessing Facebook: "generally in a lull, in between doing something … in my free time, in the car, when I'm in a waiting room, it's often when I'm in transition from one place to another", exemplified participant reports of accessing Facebook across varied locations. Jane's comment that professional learning:

> can happen at any time of the day that I tap into Facebook; it might be when I'm on public transport or if I'm waiting for something in the morning, generally though not at work (laughter), but after school, weekends, holidays – really anytime,

suggested flexible time and place Facebook access complemented the flexible and broad approach participants took to their professional learning.

On the Platform

The manner of content presentation on Facebook appeared to influence boundary blurring around teacher personal and professional use. Laurence reported drawing daily from his news feed he described as a: "cacophony of what's happening here and what's happening there" for professional learning. This description suggested potentially informing resources residing within arbitrarily amassed information. His later statement: "I guess there's also a tension between, it's also a personal space. Because you might be looking at someone's wedding photos and then you've got an article by Jordan Peterson[1]; you know there's the two worlds that you're traversing", suggested intertwined personally- and professionally-interesting materials. Meg viewed the conglomeration of information presented on Facebook enabled extended professional learning opportunities, observing: "there is such a diverse

[1] Jordan Bernt Peterson is a Canadian Professor of Psychology, University of Toronto, a clinical psychologist, and YouTube personality

range, and some of the things, actually there's so many things that can be connected to teaching". She described moving across personal and professional boundaries on Facebook to maximise professional learning opportunities: "You can use feeds drawing your purely social connections, your professional things and that then you're also following pages that are connected to your professional work". Meg's reference to social connections indicated the contacts feature on Facebook could represent another area of blurred boundaries for teachers.

The social contacts, or 'friends', feature available on individual, personal Facebook pages, emerged as contributing to blurred personal and professional boundaries in teacher learning using this platform. Jane's comment:

> I use Facebook primarily as a social platform, so I'm on it not just in my capacity as a teacher but in my capacity as a human being with a social life. However, I am connected with many colleagues on Facebook, some of whom are … teachers of English,

indicated adding colleagues as contact on personal accounts could contribute to personal and professional boundary blurring. Olivia spoke of having colleagues as friends on personal Facebook accounts, signifying "that blend between private and professional". Jane indicated having colleagues as friends assisted free movement between personal and professional interaction with Facebook, explaining it: "means that you, well I know for me, it's not that I'm switching off into personal time, I'm still open to those stimuli that sort of pop up". Tension appeared around separating personal and professional Facebook friends with Olivia's description of initial reluctance to add colleagues as friends on her personal Facebook account: "It took me many years at [another school] before I actually added colleagues as friends, and it was only because they had become friends that I added them". Focus Group One discussion around individual, earlier attempts to separate personal and professional Facebook use through regulating contacts showed similar tension. Jane's statement: "at first I thought, 'I don't know if I want to have colleagues on Facebook'", supported Meg's admission: "I had a stage where I was quite conscious about Facebook not being, not having colleagues as friends on Facebook; trying to keep some sort of separation, and then that sort of, failed! (laughter)". Jane's addition: "but, I think if you add colleagues on Facebook, it opens you up to having those collegial conversations in that space" suggested acceptance of fuzzy boundaries around personal and professional contacts, while acknowledging possible promotion of professional learning opportunities.

Text Interactions

Teacher interaction with text and context in teaching of English, and in Facebook information and communication features, revealed another area of blurred boundaries. Participant constant reference to engaging with text, Literature and context throughout interviews, could be interpreted as representing unstated assumptions of the importance of these activities when teaching the subject of English. Understanding of blurred lines between personal and professional interaction with texts on Facebook, appeared couched within understandings of blended personal and professional, real-life, interaction with texts, and participation in Literature-related activities. Discussion in Focus Group Two explored English teacher movement across personal and professional boundaries in text interaction. Caroline stated: "if you have a love of literature, which I guess most English teachers do … I don't think there is a delineation. Your professional life and your personal interests are sort of one and the same" indicating how closely she perceived the interrelationship between English teacher personal enjoyment of text and its professional application. She reflected on associated difficulties for identifying boundaries: "when you engage with literary things, how much of it is professional and how much of it is just feeding your own personal enjoyment of literature and authors and those things. It's a very, very blurry line there". Laurence indicated the importance of contextual awareness for teaching English saying: "to be an English teacher, you have to be in touch with the world". His statement: "it's your responsibility as a teacher to engage with a diverse range of texts" suggested an imperative for ongoing teacher interaction with text within context for English teaching. Caroline and Laurence agreed that overlapping personal and professional activities around text and Literature presented "privilege and quite a luxury … a joy". Laurence's summary: "It's one of the real joys, I think; because you're, kind of, constantly engaged with the world, and that has use in your professional world", suggested contentment with indistinction between personal and professional engagement with text and Literature-related activities, to the point of embracing their overlap and interrelationship.

Accepting blurred boundaries between teacher personal and professional interests and interactions with text and Literature, contributed to hazy distinction between participant daily, personal and professional interaction with text on Facebook. Focus Group One discussion explored movement across personal and professional boundaries in text interaction on Facebook. Jane explained how personal Facebook interaction informed teaching about: "communication, and those contextual concerns, and how literature is created within a context, how persuasive texts are created within a context for a purpose". She described

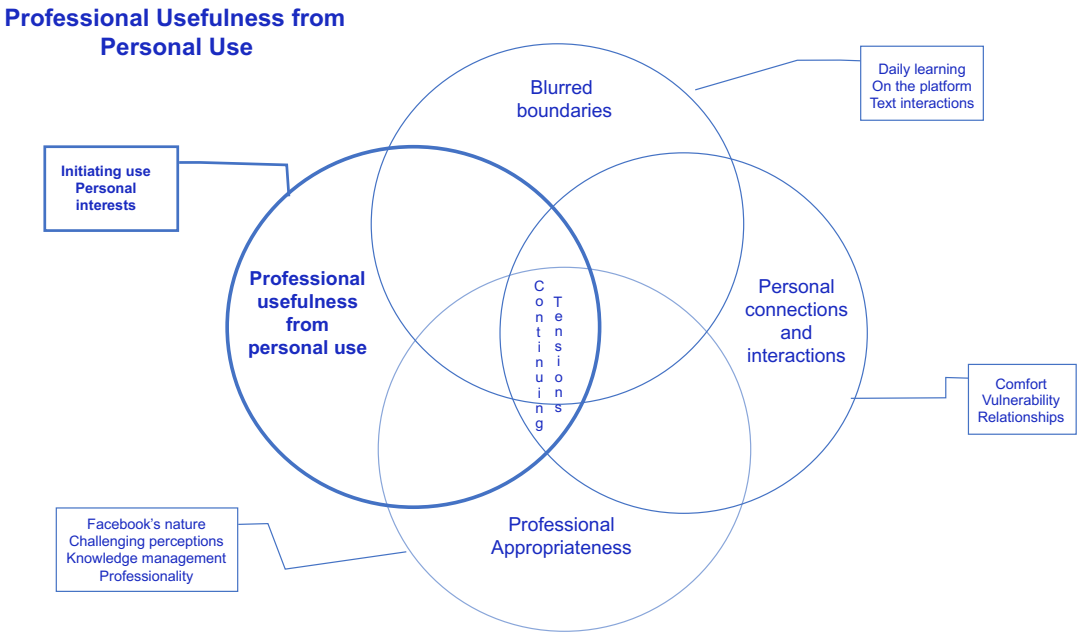
personal enjoyment of memes on Facebook revealing a meme that was "really useful to use in the classroom as a means of engaging students" in teaching about persuasive texts. Her reflection: "I think it's quite common for people to grasp those popular culture things … just because those are online spaces that we also enjoy as adult professionals, and it's the merging of those two worlds" indicated acceptance of the interrelationship of personal and professional text interaction. Meg gave an example of reading a personal interest article about the politician, Julie Bishop, informing her teaching about *Macbeth* in Year 10: "reading the news story about Julie Bishop, as an individual engaging with what's going on with the world, and 'this is interesting, it could also connect to *Macbeth*'". Her insight, that boundaries became "much more blurred, just because of the nature of our subject material", showed participant growing understanding of overlapping personal and professional text interactions on Facebook informing English teaching.

It seemed professional learning emerged as a natural, almost unnoticed process from integrated personal and professional interactions with text on Facebook. Speaking about text engagement on Facebook, Meg remarked: "I guess I never, or rarely, think of it consciously in terms of learning, it's more, either, 'this is something that I can connect to', or 'this is something that I find interesting'". While she did not indicate whether interactions were personal or professional, it seemed inconsequential, as learning emerged, seemingly effortlessly, from these interactions. Referring to reading and viewing text for professional learning, Caroline's comment: "it's just what we see, what we read, sometimes it's personal; it's just so hard to make that distinction", indicated non-delineation between personal and professional engagement with text on Facebook. Jane's explanation: "generally for me, it's not conscious learning; it's just building a base and attending to what I'm interested in" indicated personally interesting, text interactions enabled professional learning experiences. Meg's observation that as English teachers: "you're constantly building, aren't you, that professional knowledge and understanding; and those boundaries are collapsed", acknowledged that continually traversing personal and professional boundaries in text interactions using Facebook developed ongoing professional learning.

Inseparability of the personal and the professional in participant perceptions of professional learning, content presentation on Facebook, and text interactions, related to boundary blurring of professional learning using Facebook. Participants seemingly acknowledged and accepted hazy boundaries and their constant traverse by English teachers in professional learning action. Such understandings resonate with perceptions of seamless movement from personal Facebook use to professionally useful interactions.

Professional Usefulness Growing from Personal Use

Figure 6a.



Participants reported personal interests prompted original decisions to open Facebook accounts. Early Facebook use stemmed from: motivation to keep contact with international family and friends; desire to develop contacts as students at university; interest in developing contacts and access information around a personal interest such as parenting groups or sports clubs; or simply as part of daily, contemporary, social interaction. Caroline's report: "I guess, it's a very efficient way to just keep in touch with lots of people and find out what's happening, particularly with family and friends overseas and those sorts of things", typified teacher reports about personal or social interests motivating initial contact with this social media platform. Generally, teacher, regular interactions with Facebook began with accessing personally-interesting, personalised news feeds, containing information and entertainment texts, videos, and links to a range of text-based materials. All participants described themselves as consumers rather than contributors in their engagement – frequently accessing Facebook, but rarely making posts. David's remark: "I do not post a lot, but I do like to browse and look at what people are doing" exemplified participant representations of their typical, individual Facebook interactions. Participants perceived professional learning, and use of Facebook for that purpose, emerging from their personal interests and interactions on the platform.

Initiating Use

Participants typically related stories of original, personal Facebook use turning into professional usefulness through ongoing interactions over time. Beth's recount articulated common participant experiences of initial and current, personal use developing into professionally useful interactions. Initially using Facebook "about ten years ago", to maintain contact with: "family abroad – that was the only reason, really that I was interested in it", she explained that personal Facebook use gradually revealed opportunities for accessing professionally relevant information. Her primary current personal motivation for opening Facebook was "not as a social interest thing", but to access information pertinent to personal interests such as following: "my daughter's soccer group and what's going on there" and "a sports group that I'm in myself that uses Facebook for posting information". Personal Facebook use grew into professional usefulness "about three or four years ago", as interaction developed into: "what I do is I follow certain things and certain groups … where I find useful articles about pedagogy and new ways of learning, or sometimes there's resources that people actually have made and provided". In this statement, Beth recounted actively using Facebook to identify information and resources pertinent to teaching practice.

Laurence showed professional usefulness growing from original personal motivation to use Facebook "like a journal", capturing "what was really great about a play, or … interesting things that I've found", and recording experiences of attending Literary events such as plays and films. Explaining: "it's for my own purposes mainly", he acknowledged postings could contribute to collegial professional learning when: "there is that connection of other teachers seeing it and saying; 'Oh, wow, I loved that and can't wait for that play to come to Melbourne', that type of stuff". He described progressing from initial personal Facebook use "around ten years ago' to professional usefulness through increasingly subscribing to "various news organisations, or say, *The New Yorker* and *The Washington Times*". This generated a news feed "bringing together different information about what's happening in the world", to provide "relevant and contemporary, juicy and nuanced examples" for use in teaching. These examples show initial, personal-only, Facebook use, gradually including professional usefulness through ongoing interactions with this platform.

Others reported social interaction as the motivation for beginning Facebook use. Jane reported mostly using Facebook socially and Olive reflected: "initially I found it quite fascinating: that you could contact people from your past and get an insight into their lives". Meg's statement "I do use it socially but more in a lurking way. I find it useful to see what other people are posting and what they're up to, but I post very little myself"; suggested social motivation providing impetus for accessing Facebook. Caroline explained how initial

Facebook use for continuing social interactions with existing colleagues and acquaintances developed into professional use:

> You become friends with people on Facebook, socially, they might be colleagues or they might be people that you know through English teaching circles and then that sort of links you onto other networks and pages and sites like that, that you might not have engaged with otherwise. So, it, sort of, starts with a social connection, but then becomes a bit of a professional connection.

Her summary clearly shows initial understandings and use of Facebook as a social platform gradually and unconsciously expanding into using it professionally.

Personal Interests

Facebook's professional usefulness was shown emerging directly from participant regular exploration of personally interesting content on the platform. Caroline's report: "I read for pleasure but somewhere in the back of my mind I think: 'I wonder what year level we can use this at'", showed inclinations to draw links between personal interactions and professional usefulness. Jane described interactions with personally interesting content revealing professionally useful materials: "I go on socially and it pops up more often than not … and it's through my act of connecting it to my teaching that it becomes an act of professional learning". She described watching a video for personal interest leading to its professional use: "because I'm very interested in athletics, I was watching a video on Marion Jones" (a high-profile, highly-successful track and field athlete). Continuing, she explained how forming connections and individual reflections assisted turning this experience to professional usefulness:

> As I was watching it I was thinking about the way this person was led to such a point of achievement and status that she started to commit crimes to continue that elevated status, and that eventually led to a tragic downfall. So, I used that stimulus as a lead into *Macbeth* with my Year 10s.

David provided insight into turning a personally enjoyable Facebook interaction, emanating from his interest in word origins, into professional usefulness for teaching vocabulary:

> When I'm going and doing broader reading, so, for instance, I was doing a little bit of research about the English language and looking at the etymology behind words. I'm just particularly interested in that, because I'm a massive nerd and enjoy that sort of stuff. And then I thought this actually really applies to a topic that I taught the other week, so I brought it in and showed it to the kids and they thought that it was really

> interesting and applicable and they've already used that in their learning in the same way that I just had.

Meg explained professional usefulness growing from parenting information accessed on Facebook for personal interest: "sometimes a few things will come up that are really targeting pre-schoolers, but then it will give me an insight into something that is actually very helpful for adolescents as well". She told how the parenting information: "will then sometimes translate across to a way of engaging somebody who is quite disengaged at 13 or 14 as well", providing ideas she adapted for engaging secondary students in learning.

Participants recognised their interactions with diverse, personally interesting texts on Facebook news feeds and pages, provided many opportunities for professional learning for teaching English. Laurence acknowledged rich professional learning opportunities from using Facebook, describing this social media: "just like an education platform really. There are mixed opinions, interesting feature articles" adding: "my news feeds, with what I subscribe to, it's like a collection of things that have a potential to be used in a professional sense". Meg described Facebook interactions with a: "feature article or an analysis of some trends in the media, or particular advertising campaigns – all those sorts of things that target directly into the material that you are teaching and provides various insights into those sorts of areas", enabling learning pertinent to her current teaching. Caroline's account of the "really good opportunity to look at social media and critical thinking, objective information, how do we assess the validity of things; of posts, of newspaper articles, of Tweets, or whatever it is", showed text engagement on Facebook and other social media platforms informing early secondary English teaching. David told how interest in popular culture and exploring texts "to do with pop culture actually popping up on my Facebook", provided learning to: "build a relationship with them [students] through joking about memes or through talking about current events". Laurence's remark: "Facebook is allowing you to know about things in the world" and Jane's explanation that interacting with Facebook texts contributed to "building that broader sort of contextual base a lot of the time", indicated that regularly using Facebook to explore personally interesting material, contributed to teacher knowledge building around texts and context for teaching English.

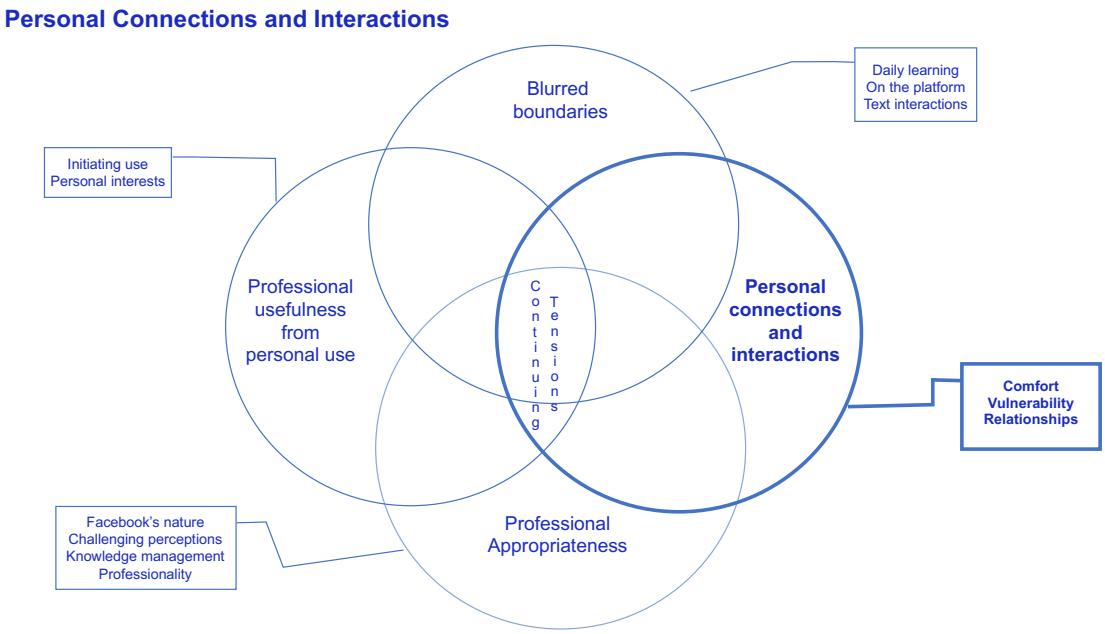
Participants recounted combining real-life, personal-interest activities, including attending literary events, with Facebook use engendering individual and collegial professional learning. Beth related individual professional learning emanating from attending: "the Writers' Festival for the last couple of years … because it's so dynamic and interesting". She described encountering "Shakespeare insults" at one session awakening her

interest about possible relevance for her teaching. Subsequent discovery of Shakespearean insults examples on Facebook, developed into synthesising the resources for application to classroom teaching. Caroline's and Laurence's focus group discussion described collegial learning arising from Caroline's attendance at an author presentation, for personal interest, about a recently published novel. Caroline encountered information about the presentation on a Facebook page she followed, explaining: "I don't look at that thinking that's for work. I look at it because I'm interested in that". After attending the session and learning about the novel, she: "thought [Laurence] would love this, messaged him and said you've got to read this". Using Facebook messenger enabled collegial knowledge sharing for professional learning. Laurence's reported: "definitely learning a lot from reading" the novel, and his plans for including the novel in "Part 4 of the IB [International Baccalaureate] course, next year" illustrated professional learning for changed teaching practice growing from personal interest and activity. These examples showed teacher Facebook use around personal interests, and associated real-life activities, developing into professional usefulness for learning and changed practice.

Initial personal interaction with Facebook were seen growing into professional usefulness over time and through ongoing, individual, personal interactions with the platform. Teacher individual, personally motivated Facebook use, interacting with texts and literary events developed into professional usefulness. Individual teachers uniquely combined personal and professional Facebook use in professional learning, developing personalised interactions with this social media platform and varied understandings of its use in professional learning.

Personal Connections and Interactions

Figure 6b



The personal and the professional emerged as interconnected in participant varied sense of connection with Facebook and comfort using the platform for professional learning. Experiences using this social media influenced inclinations to interact with, and on, Facebook for professional learning. Teachers considered personal and professional privacy and vulnerability relative to Facebook use for learning, and showed existing relationships with this platform, and colleagues, influenced perceptions of Facebook's potential as a professional learning tool.

Comfort Levels

Participants reported varied feelings of comfort with personal and professional interaction with Facebook. Caroline indicating: "I'm very comfortable, with using Facebook. I'm comfortable with all social media", describing herself as "a really strong advocate for engaging online with things" suggested a strong sense of connection and comfort using Facebook. David's report: "I'm quite comfortable using Facebook" adding: "I think I use most features provided" indicated personal comfort with Facebook. Elaboration explaining his use: "is more for entertainment than sociality, I think, … the majority of my Facebook feed will be pages, not people", suggested selective interaction influenced his sense of comfort. Laurence's comment: "I have a news feed and I just basically read my news feed. I subscribe to things and I get a daily report". suggested comfort interacting with personally- and professionally-interesting information on Facebook. His addition: "I have friends, but

some can be quite annoying with the rate that they put things up, so, that often; and if it's useless information" suggested less comfort with social interactions. Olivia showed distinct discomfort with observed interaction on Facebook, commenting: "it's almost like this system of one-upmanship – curating this perfect life, this perfect family. And I'm very, very uncomfortable with that". She expressed disinclination for interacting on this platform, adding: "I just don't have room in my head for such rubbish; I'm not interested". Kenneth acknowledged Facebook could be used: "as a source of information, but also as, to have a bit of a discussion and a reflection about things". His comment about interacting with Facebook: "I've only got a certain amount of space in my brain to fill up with knowledge and information, and you know, I think there's probably more useful things that I could fill it up with", expressed similar sentiments to Olivia, and disinclination to use Facebook for professional learning.

Participants observed varied levels of connection and comfort with Facebook amongst colleagues, and perceived influence on using the platform for collegial professional learning. Caroline observed different attitudes amongst colleagues to using Facebook personally and professionally: "it's funny, that some people are quite comfortable about it, with technology and social media and news feeds and all of those things, professionally and personally. But others are really quite hesitant with that". Talking of opportunities for sharing resources and collegial conversations using Facebook, Meg reported, "not all of the team" were connected to Facebook, "But I'd say, probably across the Faculty, about two thirds of us would be, so that's substantial". Jane demonstrated awareness of colleagues' varied levels of connection to Facebook, declaring: "I don't really encourage people to access that space if they're not really already doing it". This statement suggested sensitivity to the sense of connection others may have with Facebook and understanding of limited possibilities for whole-team interaction on this platform. Caroline's comment about possibilities for collegial conversations using Facebook: "it sort of relies on us being personal friends with each other on Facebook to then share things and then continue that conversation" demonstrated understanding that different levels of connection with Facebook influenced ongoing collegial interactions for professional learning.

Individual, accumulated personal and professional experiences with Facebook emerged as influencing participant sense of connection and associated feelings of comfort using this platform for professional learning. Olivia related several personal interactions and observations on Facebook "over a period of time" building to feeling: "deeply uncomfortable" as she "began to just see a distance between reality and what was being

fabricated on Facebook". Her decision to reject Facebook use for professional learning seemingly developed from disinclination toward any use of this platform. She explained: "I didn't want to engage in that space, and while I still have my account open, I haven't been engaging with it". Kenneth reported previously using Facebook professionally when a university student, because: "there was a sense of community there … because it was also partially a social thing and you know, you decide who you want to be friends with, or not". While this suggested comfort using Facebook, his more recent descriptions of collegial conversations and information sharing on the platform: "when people do try to engage in serious debate and discussion it always goes wrong, I think … I'm not really interested in the kind of more superficial articles, or top 5 things, or lists, and things like that*",* indicated dissatisfaction and disinclination to engage with Facebook for professional learning. David reported unsatisfying past experiences around Facebook group interaction:

> I've always had pretty rubbishy experiences with group, where it's just you ask for something and you don't get anything, or you go all out and help someone else out and then they claim it as their own resources and pass it on as if it is. It's a bit frustrating for me personally.

influenced his decision to disengage from Facebook group interactions.

Others presented their sense of comfort interacting with Facebook as enhancing professional learning experiences. Caroline indicated how engaging she found Facebook interaction: "It's just surprising how that immediacy of the social media resources can sort of just capture you". Jane's comment: "you're sitting on your couch with Facebook open and you're scrolling, it's that much more leisurely" indicated feelings of comfort using Facebook for professional learning at home, and inclinations to continue that practice. She explained "this really nice experience", offered "quite a nice style of professional learning because there's no obligation to engage" suggesting teachers could engage with personally relevant professional learning in this manner. Meg described enjoying comfortable learning experiences with Facebook: "you're just doing something and the work happens to just pop up, which is much more pleasant", indicating possibilities for relevant professional learning emerging when teachers engage in personally satisfying Facebook use.

Vulnerability

Personal privacy concerns, sense of trust and feelings of comfort emerged as interlinked with participant inclinations to use Facebook for professional learning. Jane linked privacy issues with teacher disinclinations for using Facebook: "I think a lot of people's criticism of social media is that it's a very public space; you know, anything that

you do becomes for public viewing and public consumption". Kenneth indicated recently reported Facebook privacy breaches influenced his trust of this social media and attitude toward using it for learning:

> I'm definitely much less inclined to engage with it in the future, because I don't trust it. That breach has revealed it to be a pretty nefarious organisation. So, it's mostly privacy concerns. I can see that it can be a useful tool, but I do think it's also fundamentally untrustworthy.

Olivia reported revelations of personal data mismanagement influenced her disinclination to engage in Facebook collegial conversation, stating: "I wouldn't feel secure engaging with it on Facebook". Her strength of feeling about trust and privacy concerns and their influence on her Facebook use was evident in her comment: "I think it's disgraceful, what's happened, the selling of personal data. It is just disgraceful … there has been a gross breach of security here, and conflict, and selling data". Beth's voiced concerns about personal data security: "I guess where they can end up – in the more malignant areas, is not good, and the fact that it's now emerging that a lot of that data is being manipulated in particular ways for influence", indicated distrust of Facebook data management. David expressed muted concern about personal privacy related to using Facebook for professional learning: "Facebook in and of itself, I don't think is any worse than anything else … no matter what we do, our medium is going to be monitored". His comment: "I just think that Facebook provides a very valuable service which I don't want to let up on", suggested that for him, the benefits of using Facebook in his professional learning were greater than privacy concerns.

Others showed similar attitudes to David, expressed alongside explanations of ways to manage privacy concerns with Facebook. Although Caroline remarked: "I'm not sure there's really anything about my life that anybody else would find particularly interesting, even if they were to hack into my details" her explanation: "I check my privacy setting; I'll do that periodically" showed ongoing attention to maximising personal data security. Like David, Jane indicated acceptance of limited personal privacy available on social media platforms in the contemporary world, commenting: "I don't think Facebook is any less safe than any other online sharing space; that's just the world we're in now, so I don't worry about that". But, she qualified her reduced concern through suggestions of self-censoring contributions to the platform: "I don't post anything that it would concern me if other people see it". Similarly, Laurence's statement that he had no privacy concerns with Facebook use: "none at all", was qualified by his comment indicating contribution self-censoring: "I've always been well aware that data can be misused, can be taken and used for a whole lot of

things, so I've always been careful about what I share in the public forum". Meg explained having few personal privacy concerns: "because I post so little, … and because I engage with it very minimally, personally". Her elaboration: "it's like my public self who engages with Facebook rather than my private self; so, I'm less fussed over that" indicated her application of understood distinction between personal and professional conduct reassured her of maximising personal privacy in Facebook use.

Although participants were mostly at ease about managing personal privacy on Facebook, some caution emerged about personal vulnerability when participating in professional conversations on this platform. Focus Group One discussion about collegial advice around using Facebook for professional learning, revealed beliefs that engaging in collegial discussions on this platform could engender difficulties for teachers. Beth emphasised the importance of: "just being aware of trolls and people who will come in and stir things up", indicating concern about possible disruption to continuing generative conversations, and associated feelings of discomfort for participants. Jane supported Beth's concerns, commenting: "it could become personally uncomfortable". Her observation: "the way that Facebook, particularly, invites a lot of trolling, I would suggest that sometimes lurking is better, or tagging someone without making a comment, in order to generate real-life conversation" encouraged teachers into cautious Facebook activity and indicated preference for face-to-face interaction for deeper collegial conversations. She related limiting her contribution, which she believed discordant with the trending conversation, to off-site, ongoing collegial discussion on Facebook about a recent English VCE [Victorian Certificate of Education] examination question. Her reflection at the time: "is there danger of getting trolled here, or is the danger of sort of being ganged up on, and I thought, is it worth engaging in this conversation?". indicated concern about personal vulnerability. Concluding: "it's probably not worth exposing myself to this in this instance", she withdrawal from the conversation. Meg's advice: "be very clear when going in, on what you're using Facebook for, how you want your personal and your work world to interrelate on that space, and then make decisions accordingly", indicated perceived difficulties separating personal and professional action on Facebook and possible impact on decisions to use the platform for professional learning.

Relationships

Existing personal relationships and sense of connection with colleagues emerged as influencing participant inclinations toward engaging in collegial resource sharing and online discussions for professional learning. David expressed preference for using Facebook

messenger for practice sharing with familiar and trusted colleagues, explaining: “I message people that I know … I would rather go with people I directly know and use Facebook to work with them. That’s what I generally do”. His comment: “for me it’s a bit of an odd thing to just share to anyone”, emphasised the importance of feeling close connections with colleagues for sharing resources or discussion. Jane indicated existing constructive collegial relationships in ‘real-life’ influenced her engagement in continuing Facebook collegial interactions, explaining: “I suppose it gives that authenticity to the collaborative space – these do feel like real people and real teachers with whom you have shared ideas in the real world as well”. Her further comment: “that online space just feels like a natural continuation of our verbal and more formal work-based conversations” suggested comfort blending Facebook conversations with ongoing, face-to-face, collegial professional learning. Laurence indicated preference for interacting exclusively with known and trusted colleagues on Facebook, reporting only sharing resources and conversations “with the teachers that I have known personally through working at different schools”. He emphasised this preference stating disinclination to engage in ongoing Facebook discussion with unfamiliar colleagues: “I don’t really care about the comments, necessarily, unless it’s someone here that I’m likely to be talking with later”. Kenneth considered teacher Facebook groups offered possibilities for learning interactions. His statement:

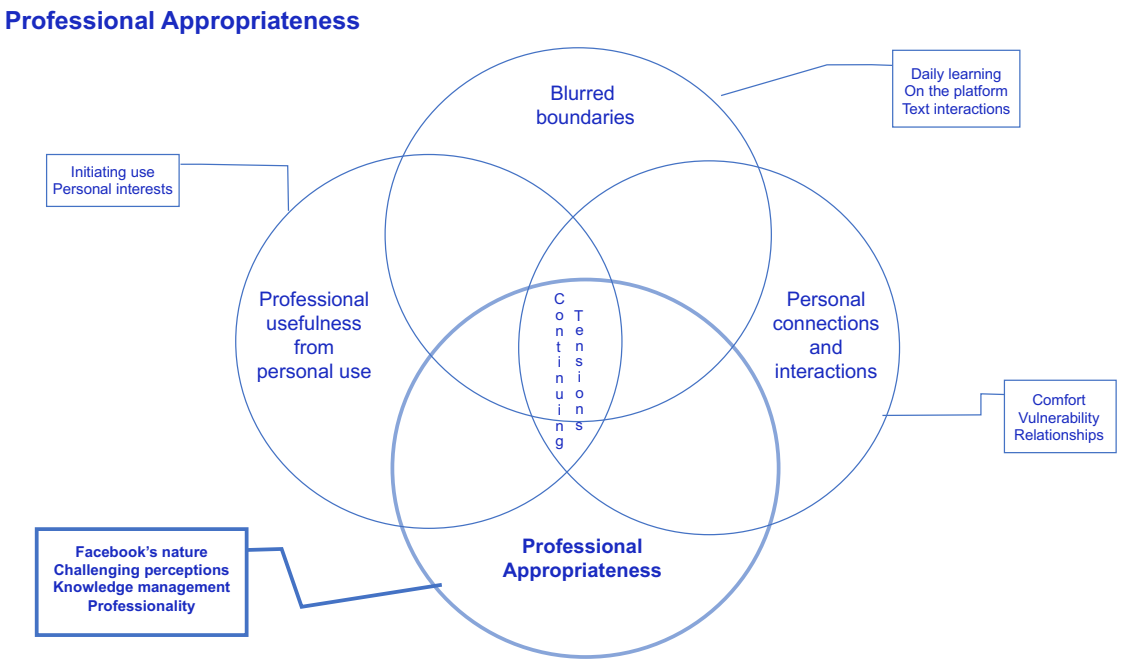
> I could see how that could be useful. I’d probably only engage with it though if someone who was already engaging with it told me, you know, sort of shepherded me into it. I probably wouldn’t seek it out. Like if it was a personal recommendation from someone whose opinion I trusted, I would seek it out.

indicated the importance he attributed to established, trusting collegial relationships in decisions about conversing with unfamiliar colleagues on Facebook.

Teacher sense of connection to Facebook, and comfort using it for professional learning developed through personal and professional experiences with this social media platform. Existing relationships with colleagues, and with Facebook, interacted to influence inclinations to use this platform for professional learning. Understandings of possible learning interactions using Facebook, contributed to ideas about its appropriateness as a tool for professional learning.

Professional Appropriateness

Figure 6c



Individual, existing, underlying understandings and beliefs about the nature and purposes of Facebook emerged as influencing participant use of this social media for professional learning. While participants reported using Facebook in various professional learning activities, tension was evident around perceptions of professional appropriateness of this practice. Concerns emerged from data about the professionality of using Facebook for learning, and about others' perceptions of the appropriateness of this practice. Considerations of information authenticity, publication-ownership, and time use, compounded tensions about professional appropriateness of using Facebook for learning.

Facebook's Nature

Understandings of the origins and purposes of Facebook were seen to influence teacher attitudes to using Facebook professionally, and their expectations of ways it could be used for professional learning. Beth indicated her understanding of Facebook's origins as a social platform influenced perceptions of appropriateness for professional learning, saying:

> It began very much as a social network so I do find it's good for drawing my attention to that there are certain groups and things going on, but I'm not quite sure it's got the status yet of things like LinkedIn.

Her elaboration, "it [Facebook] isn't my professional learning space as such" and comment: "people seem to be moving through, you know, 'what's coming up on my stream', quickly"

suggested she viewed this platform unlikely to offer enriching professional learning opportunities. Olivia reflected on her disinclination to use Facebook for professional learning: “I think by the very nature of Facebook being more personal than professional”, suggesting her perception of the platform’s purpose as predominantly personal influenced her disinclination to use it for professional learning. Recollecting observed, former colleagues’ constructive use of Facebook for learning, and comparing it with her own experience, Olivia stated: “now, if I’d added the English Department, it might have looked really different … perhaps I would have been exposed to more of that”. Through this reflection, she recognised that taking an earlier opportunity to add colleagues as contacts for engaging with collegial conversations and resource sharing, may have influenced her perceptions of Facebook as a potential learning tool.

It was clear that participants understood Facebook as a multi-purpose space, accessed by users for various, non-professional purposes. Earlier in this chapter, I discussed participant familiarity with non-professional Facebook use, and frequent interaction initiation from social or other personal motivation. It emerged that participants were aware of, and used a range of Facebook features for various purposes. David spoke of using “most features provided” and recounted his recent process of selling a couch using Facebook: “There are multiple pages on Facebook that are buy, sell, swap, trade, all that sort of stuff”. He continued relating the “dog videos” he enjoyed watching, as well as the “rubbish ads” appearing on his home page. Olivia despaired at the frequency of advertisements on her home page, with: “I get all these ads”, and Caroline laughingly referred to frequent “advertisements for shoes and handbags” on her home-page. These comments indicated familiarity with Facebook practices, and acknowledgement of its commercial features. Laurence referred to “watching cat videos on YouTube”, and in Focus Group Two discussion, Caroline and Laurence talked and laughed about “the dog doing yoga video”, indicating awareness, and enjoyment, of Facebook’s entertainment features. Beth outlining her mother’s total news consumption from Facebook and Laurence detailing the wide range of news providers he accessed regularly “to connect into all these different worlds”, showed awareness and use of news services on Facebook. Participants appeared confident using varied Facebook features to access personally-relevant services.

Comments indicating discontent with some Facebook features, revealed disquiet around professionality of engaging with this social media platform and its potential for worthwhile, professional use. Olivia’s comment about the amount of “rubbish” posted on Facebook, David’s reference to “rubbishy” advertisements and Kenneth’s reference to

"superficial articles" shared on Facebook, indicated dissatisfaction with these features. Beth spoke dismissively of much, observed Facebook use, explaining: "in general, posts, day-to-day trivia, I don't do that. I see it as a bit of trivia. I get frustrated". Her disparaging description of the Facebook posts as trivia, and final statement of frustration, suggested unease with such practice. Unfavourable comparisons were drawn with perceived professionality of other forms of online communication. Caroline described Twitter as a platform: "that tends to not have the personal; that is more a professional sort of platform" and Jane noted: "email – which is probably seen as a more formal means of professional learning". Jane's further comment, describing Facebook as: "that technology that's seen as not appropriate for a work space", suggested its use in daily teacher practice may not be considered professionally appropriate. Beth's reports that using Facebook for professional learning could "eat-up" time and that she accessed Facebook as one of "the other things" she did "generally when I'm outside the building", suggested uncertainty of professionality of using this social media platform as part of daily teacher work.

Challenging Perceptions

Understandings of professional appropriateness of using Facebook in teaching and teacher practice appeared interrelated with participant perceptions of professionality of its use for teacher professional learning. Teachers in Focus Group Two expressed disquiet around using Facebook in classroom teaching and learning, despite acknowledging learning opportunities available through directly incorporating this platform into lessons. Caroline lamented: "it becomes such a grey area". She continued, bemoaning: "the limitation of not being able to interact with them [students] on Facebook; you have to be able to remember it for them to go to it". In this comment she appeared to long for a sense of authority to access Facebook in lessons, to include it in classroom discussions, but felt restricted to do so. Laurence agreed, suggesting including Facebook in classroom teaching could extend and enhance student learning if they: "can be part of the dialogue" on Facebook. But, both teachers indicated belief that including Facebook use in classroom teaching repertoires would not be considered acceptable professional conduct. Laurence stated: "you would never go into class and open up your Facebook to get the link. So, teachers tend to remove the link from Facebook and send it by email". Asked to elaborate, he said: "I guess I would think it's a bit unprofessional", clearly showing concerns about professionality of this practice. Concerns about personal content accessibility compounded participant disquiet about using Facebook in classroom practice. Describing possibilities of personal photographs appearing on home-screens when using Facebook with students, Caroline commented: "there's nothing

wrong" with snapshots appearing: "but it's probably a little too personal to be on the screen". She continued: "it's not inappropriate, but you know, I didn't put it there to share it with students". Laurence supported this notion, adding: "It's a conversation you don't need to have". This discussion revealed continuing tensions around teacher aspirations to enhance teaching and learning using Facebook and their concerns about existing perceptions of accepted professional conduct in the classroom.

Participant existing, expressed understandings of acceptable forms of teacher professional learning, appeared to influence beliefs about professionality of using Facebook for teacher learning. Meg's admission about recording and reporting professional learning for employment and registration requirements: "I tend to really only document the formal stuff: attending conferences, going to in-house sessions at school and not really the more informal elements such as reading on-line, off-line, journal articles, conversations, all those kinds of aspects", indicated acceptance that informal professional learning, such as using Facebook, may be considered less professional and not appropriate for inclusion in formal recording and documentation. David's comment: "when you first started talking about Facebook as professional learning, my mind jumped to the couple of articles or PowerPoints or anything like that I had actually pulled off Facebook", indicated understanding that engaging with less formal, less structured forms of professional learning on Facebook may be construed as less professional. Jane's admission concerning earlier beliefs about Facebook interaction: "I hadn't necessarily conceived of it as professional learning prior to these conversations", suggested changing conceptualisation of professional learning and Facebook's place in teacher learning action.

Constructions of professionality of using Facebook for professional learning seemingly influenced participant inclinations to use it for learning engagement. Jane's comment about using Facebook for professional learning: "Now that I've sort of relabelled it in my head as professional learning, I'm therefore more willing to, not more willing, but more likely to engage in it", suggested changed teacher perceptions influencing changing learning practice. Jane's elaboration: "I might read something in a bit more depth, because I'm a bit more aware now that it is something that is directly helpful to me in the classroom", suggested her increased appreciation that learning using Facebook constituted professionally appropriate action enhanced her learning and practice. Caroline expressed a similar sentiment about Facebook use related to professional learning, declaring: "I hadn't really thought about the way I use it or even using it, necessarily, until this came up". Continuing to explore this idea, she reflected:

> It's funny, because I don't even think of Facebook as a tool for professional learning. But I do get a lot from it that I then use professionally. I guess I'm probably still of that mindset where you go to a conference and it's a more formal thing.

Her reflections demonstrated earlier understandings of Facebook use sitting outside conceptualisations of professional action and accepted constructions of professional learning. Finally commenting: "we probably need to reframe how we understand professional learning", voiced common participant implications that conceptualisations of professionality of using Facebook for professional learning could change.

Perceived beliefs and expectations of others, around Facebook's purposes and use, appeared to influence participant understandings of professionality of using Facebook. Jane prefacing her contribution about her own personal interactions with memes on Facebook, to discussion in Focus Group One, with: "don't laugh at me for saying this", suggested sensitivity to colleagues' views of professionality of such Facebook use. Continuing with: "it's easy to scoff at, but even, what memes are popular, or what sorts of things are funny. They are, nonetheless useful to find a common ground and also a means of engaging students, as well", indicated Jane's awareness that while others may not attribute professionality to such interactions, she experienced professional learning through these actions. Laurence opined that learning opportunities could be enhanced if others could:

> see Facebook in a slightly different light; that it's not just a social media platform, but that there are actually things that you could learn from there, or that there are things that you can engage with, that give you ideas for other things.

His comment suggested belief that colleagues under-recognised the potential, or scope, of professional learning opportunities available through Facebook use. Jane's comment: "I think when you say 'Facebook for professional learning' people think you mean going to groups or taking a PowerPoint from Facebook", supported this notion, suggesting lack of collegial recognition of informal learning opportunities on Facebook. In Focus Group Two discussion, Caroline declared: "Facebook isn't something that I think a lot of teachers use here professionally" with Laurence agreeing: "Yes, that's true" and Caroline concluding: "they see it as a personal thing". This interchange demonstrated participant understandings that colleagues attributed little professionality to Facebook use. Continuing discussion revealed beliefs about school leaders' perceptions of professionality of using Facebook, with Caroline commenting: "if our Principal walked past the classroom and you had Facebook up on your screen he would be like, 'Why's [Laurence] got Facebook up on his screen?'. He wouldn't think, like, 'I'm sure it's because he's accessing something for teaching!'". This comment

suggested sensitivity to school leaders' assessment of Facebook use as less-than-professional action, contributed to teacher concerns around perceptions of professionality of using Facebook.

Knowledge Management

Information management, and authenticity of information found on Facebook, influenced participant inclinations to apply resources accessed on this platform to professional practice, and engagement in online, collegial, learning conversations. Beth demonstrated her concerns about information authenticity on Facebook through discussing user news consumption on the platform. Reflecting anecdotally about her mother: "consuming 90% of her news from Facebook, and believing it all! And I find it incredible", indicated scepticism about the reliability and trustworthiness of the reported news. She described users embracing news reports found on Facebook as: "people who are not able to think more deeply, who just readily accept things really quickly", indicated concern about non-critical consumption of information from this platform, and suggested wariness about placing professional trust in such information. She advised teachers to approach comments and information encountered on Facebook critically, to discern fact from opinion by "just having that very open-minded, critical, fact-checking approach to anything that you're really starting to get involved in". Olivia reported concerns about information authenticity and representations of scenarios on Facebook, saying: "I just found that there was a certain amount of manipulation of information and a certain presentation that wasn't consistent with what was happening". Caroline advised considered, reflective consumption, and recirculation of information on this platform, counselling: "when you look on Facebook, when you post or share things, you need to think about, 'Is this actually valid information?'". Participant expressed concerns and cautions about authenticity of information circulated on Facebook and non-critical information consumption, suggested awareness of possible influences of these features on teacher learning and practice.

Similar disquiet was detected in teacher comments about ownership and control of information contributed to Facebook. Concerns about potential use, or misuse, of teacher posts, and contributions to collegial conversations on Facebook, were expressed in Focus Group One discussion. Jane related observations of teacher comments appropriated and published by news organisations, saying: "I do know that increasingly, news sites take Facebook comments and insert them into news articles as quoted comments". Meg agreed, adding that contextual understanding of comment origin could influence readers' interpretations, cautioning: "then your comments on such issues can be seen in a particular

way". Jane alerted teachers to stay aware that contributions to Facebook could be considered published material, explaining: "it's very much that a comment that you make in a public space, on Facebook, is very much an on-the-record comment". When talking in her interview about observed sharing of sensitive information on Facebook, Olivia expressed concern about potential misrepresentation by others, musing: "I began to wonder, how else is this information being curated, or reposted". Beth made similar observations about potential for information misrepresentation and use, for purposes unintended by authors or contributors. Her remark: "the fact that it's now emerging that a lot of that data is being manipulated in particular ways for influence" indicated wariness about sharing information on Facebook. Speaking about her observation of misunderstanding resulting from multiple 're-sharings' of posts, Caroline showed concern about: "the whole 'Chinese Whispers' of Facebook; that [information] was seen by someone, then misinterpreted". Her reflections showed consideration of possible effects of idea- or knowledge-misrepresentation, as comments became distanced from the original contributors, and she concluded with the warning: "you can't believe everything you read on Facebook".

Professional Conduct

Participants showed concern about professional vulnerability from using Facebook. In Focus Group Two discussion, Laurence issued guidance for colleagues when using Facebook for professional learning: "mind your posts; be careful what you post". When asked what he meant by that, he explained: "I just believe things can be misconstrued. If you've got a particular political bent, either way, you just have to be careful how that could be perceived", indicating teachers could position themselves as professionally vulnerable through contributing opinion on Facebook. Further discussion explored observations of colleagues' Facebook interactions, deemed questionable in terms of professionalism. Laurence's comment on observed colleagues' posts: "I question how much they're putting out there and I think, 'Really!', suggested he saw potential for professional vulnerability in such contributions. Caroline appeared to support this notion, responding: "there was something earlier on that a colleague here posted on Facebook and I looked at it and went, 'I wouldn't be saying that in public'". This statement showed reflection on understandings of professionally-appropriate Facebook interactions. Focus Group One discussion revealed similar concerns about professional vulnerability using Facebook. Meg advised colleagues to: "be aware you're constructing a professional identity" when contributing to collegial conversations on Facebook. When asked to elaborate, she explained: "you don't know when you might be one of these people's colleagues or whatever it might be" indicating belief that

contributions, made in this social media space, could influence professional status and possible future collegial relationships and interactions. Jane reinforced this idea, adding: “If they are people that you might come across in real life, you need to be mindful that it’s a digital footprint”. She expressed concerns around professional vulnerability, warning that through participation in off-site, collegial discussion: “you can get pulled into something that you might not want”. She continued, advising teachers to be aware: “commenting on Facebook is the same as taking a megaphone and screaming it out across the school-yard, across [Suburb], across Victoria”, indicating belief that shared comments could be available to a range of colleagues and subjected to their interpretations.

Tension was evident in participant conflicted feelings about using Facebook for professional learning and time devoted to Facebook interactions. Caroline expressed conflicted feelings about time spent on Facebook, ruminating: “I think I do have mixed feelings about it; just the time spent”. She explained: “I think it’s a bit of a rabbit hole; once you go down it and half an hour later you go, ‘Oh, boy, I better get on with whatever’”. This comment suggested difficulty reconciling time spent exploring information on Facebook, with concern about taking time from recognised teacher daily work. Showing effort to assuage that conflict she reflected: “I suppose it’s not necessarily wasted time”. Beth made a similar point, saying: “I’m finding it interesting, and thinking that will be useful, but deprioritising it because of other things that I have to be doing at the time”. This comment indicated understandings of Facebook use as a low priority in teacher daily work, and associated tension when encountering potentially relevant resources for teacher learning. In Focus Group One discussion, Jane expressed concern about time spent using Facebook. Her additional statement: “in the pastoral stakes, we spend a lot of our time as mentors telling our students to disengage, turn off social media”, indicated continuing conflict about professionality of teachers using Facebook, while simultaneously counselling students to reduce social media interaction.

Participants indicated persistent tension in attempts to reconcile demonstrating professional conduct and using Facebook. Meg’s reflection: “overall my personal view is that social media has made the world worse”, suggested difficulty justifying embracing Facebook as a professional learning tool. She continued, self-questioning “given how many awful things are associated with social media, do these kinds of benefits mitigate them?”. This comment showed attempts to reconcile her use of Facebook, with her observations and construction of effects of social media interactions. Jane attempted to justify using the platform for professional learning, adding: “it’s important to remind ourselves that there are

positive outcomes from the use of social media" supporting the idea that recognising Facebook as potentially useful for professional learning could help justify using this platform. But her comment: "it's still hard to work against that really prevalent social message at the moment that social media and screen time are terrible", revealed persisting tension. Meg also demonstrated continuing tension around this issue stating: "I feel like I get a lot of benefit from it both personally and professionally but, as for the thing as a whole, there are certainly a lot of problems that are associated with it, particularly for people navigating growing up". Participant unresolved tensions around Facebook's purposes, information authenticity and management, and time spent interacting with this social media platform influenced constructions of professionality of using Facebook for professional learning. Beliefs about perceptions of others in this area appeared to contribute to persistence of these tensions.

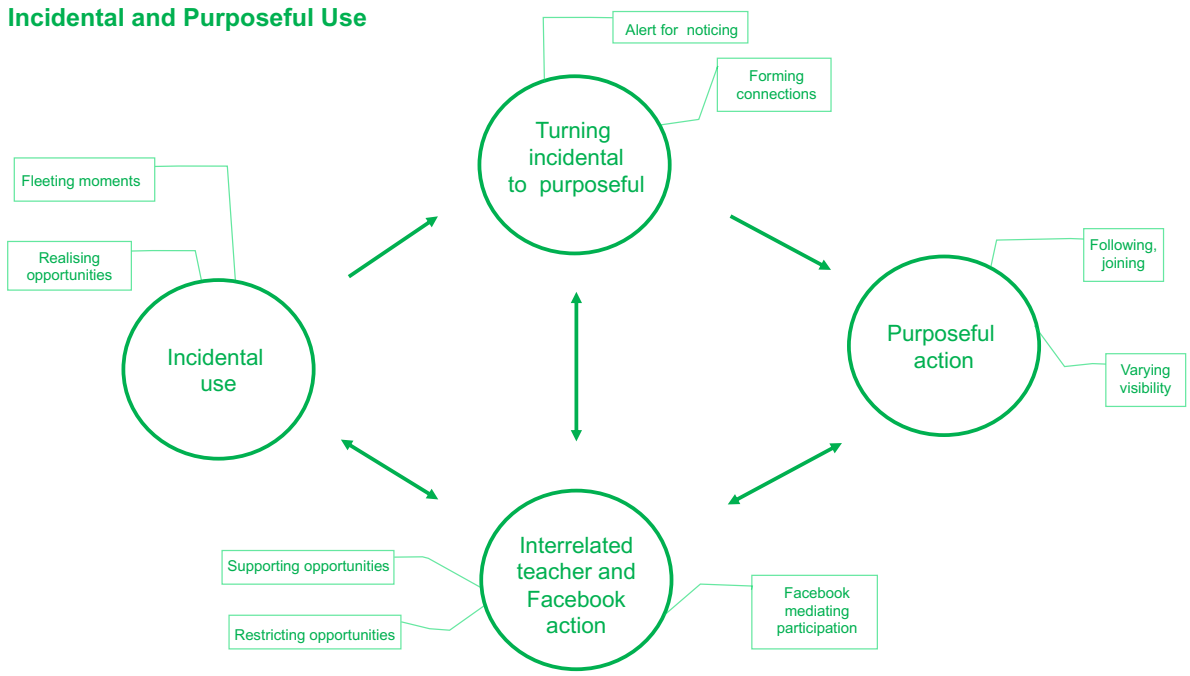
In this chapter, I presented participant understandings of blurred boundaries around personal and professional Facebook use, and associated, arising learning opportunities and learning experiences. Interrelated individual sense of connection and comfort, and existing interactions with Facebook and colleagues, emerged as influencing teacher use of this social media in learning. Finally, I presented considerations, and tensions around professional appropriateness of teachers using Facebook for learning. In the next chapter, I discuss the major theme: incidental and purposeful use.

Chapter 6

Findings: Incidental and Purposeful Use

Incidental and purposeful use of Facebook for professional learning, and the relationship between the two, emerged as a major theme from the data. Participants reported experiencing professional learning from incidental interaction with Facebook, as well as purposefully using this social media platform as a tool for professional learning (Figure 7).

Figure 7



Existing understandings and use of Facebook's features and processes, influenced its use for professional learning and participant understandings of their learning experiences. Four sub-themes emerged within this theme: incidental use; incidental use turned to purposeful action; purposeful use; and the interrelationship of teacher and Facebook action. In this chapter, I present findings in this major theme through discussing the sub-themes sequentially, beginning with incidental use.

Incidental Use

Participant reports clearly indicated Facebook use for professional learning predominantly grew from incidental interaction. Explanations of initially establishing Facebook accounts for personal or social reasons (presented in the previous chapter) indicated individual, early use of this social media platform was not intended to have a professional element and did not include, or anticipate, professional learning action.

Discussion about individuals' developing use of Facebook for professional learning revealed most interactions with this platform began incidentally.

Fleeting Moments

Individual, participant learning using Facebook regularly began through incidental interactions, generally initiated casually and without learning intentions. Participants reported capitalising on transient time slots, across a range of locations and situations, to instigate Facebook use. Beth reported commonly accessing Facebook opportunely, while awaiting appointments, or between commitments: "When I do use Facebook, it's generally because I've got five minutes so I quickly tap through. I might take note of something, but generally it's quite transitional for me". Her comment about noting something of interest indicated no particular intention or expectation of engaging in professional learning action. Describing the action as transitional, suggested fleeting focus, with little expectation of purposeful action. Later, Beth explained: "I usually access Facebook on my phone and my eyesight is no longer that great [laughter]. With Facebook, it's probably happenstance, I come across things and I think, 'Yer, I'll use that'". Using the portable, small-screen device of the mobile phone, in short time-grabs suggested anticipation interactions, limited in time and depth. Meg reported similar practices: "I tend to use it more in those tiny amounts of time where I've got five minutes here or 10 minutes there"; giving the example: "waiting at doctor's surgery or whatever I might be". This comment suggested opportune Facebook access, with unpredictable time-allocation, and intentions of quick and limited interaction. David described scenarios of incidental interactions "as I'm scrolling through" Facebook, frequently occurring serendipitously, in times of relaxation, such as: "if my girlfriend is watching something I'm not interested in, then I'll just sit with her and I'll just look at Facebook", or when in transit: "If I'm taking the train instead of driving I will generally browse Facebook on the way".

Participants flexibly built incidental Facebook interactions into daily-life routines. Caroline reported regular, short, incidental interactions with social media as part of her morning routine:

> I would be on Facebook every day. I guess my routine is, I'll quickly scan Facebook and Instagram in the mornings and then depending on the day and depending on what I'm looking for, I might go back to things, or I will save a page. But I would engage with it probably daily.

This statement suggested transient Facebook use enabled quick content assessment for possible later use, amid numerous other daily activities. Laurence described routine, quick

interactions to determine further Facebook use for professional learning: “I go on to look at all of my news feeds that have come together for the day and to look at what’s happening”. This suggested incidental action, both in the daily collection of material on his news feed, and in his action of having a look. He reported quickly assessing the content to decide ensuing action: “Some things you can just click on and get the gist, others you just have to sort of flag, and then go back and have a look at later”. Jane reported checking Facebook frequently, often several times in the day:

> I tend to check Facebook a fair bit. So, I might check it once at lunchtime, but I will check it after school. I often check it in the evenings after dinner; I’ll do a big sort of scroll through on looking at Facebook.

Her described opportune Facebook checking suggested quick action, in captured timeslots within daily commitments, inclined towards limited interactions. Her evening scrolling through Facebook suggested underlying expectation that potentially informative content could be encountered through incidental action.

Realising Opportunities

Participants indicated carrying little to no expectation of delving deeper into professional learning action when entering incidental interactions with Facebook. David’s declaration: “I never go looking for anything on Facebook”, and Beth’s report: “I never use Facebook as a ‘go to’ for educational resources. I happen upon things”, showed no expectation of learning when beginning Facebook interactions. Laurence’s comment: “I just go and look at my feed and that’s all I do. If it connects, it connects”, suggested little expectation, but openness to learning opportunities. Meg indicated incidental learning could emerge from incidental use: “I don’t use Facebook directly for professional learning it just tends to happen incidentally”. She continued, describing the process as: “that incidental engagement of when you’re just scrolling”, suggesting routine Facebook beginning casually, without expectation. Jane explained that while accessing: “my news feed is always incidental”, professional learning opportunities could emerge from those interactions. Entries in teacher diaries supported reports in interviews of initial Facebook interactions frequently beginning as an incidental activity. Individual entries, recording professional learning experiences, commonly noted scrolling, or browsing news feeds as the starting point of the interaction.

Discussions about professional learning using Facebook, revealed multiple learning opportunities encountered during incidental and casual use. Caroline’s comment about influences on her professional learning using Facebook: “I guess it’s what pops up in my

news feed", suggested unpredicted, incidental stimulus to learning action. At another point, she described drawing from: "what appears in my news feed", for professional learning informing teaching practice, suggesting serendipitous learning through responding to content on her Facebook home page. Meg reported serendipitous professional learning interactions arising from casually accessing her home page: "it's something I'll engage with periodically, with the news feed; I come across things". Extending that thought she reported: "It's when I'm on there and things will pop up", clearly indicating professional learning opportunities emerging from using Facebook for other purposes. Jane reported her Facebook interactions usually began for social purposes, then echoing Meg: "things will pop up", presenting professional learning opportunities. Beth reflected on professional learning experiences occurring incidentally from using online spaces like Facebook: "I think these things just tend to pop up and happen for me". Meg related adding Facebook pages to her 'following' list, to professional learning arising from scrolling newsfeeds, commenting: "again, that tends to happen reasonably organically". Later, she reported collegial learning discussions of content sourced on Facebook, were stimulated and enhanced when: "you both happen to see the same thing", indicating the role of co-incidental interactions contributing to professional learning.

Participants reflected on their growing understanding of the role of incidental Facebook use in professional learning action, and learning experiences. Caroline expressed surprise at the amount of self-identified, learning arising from incidental interactions: "I think that happens more often than you realise. It's the incidental things. I think that's what struck me". Later, she explored the: "much more subtle" learning she observed emerging from incidental Facebook use, reflecting: "I don't go to Facebook saying 'Oh, I'm going to do some professional learning, let me go to Facebook'. I go to Facebook and then the incidental sort of professional learning happens along the way". Beth reflected upon the serendipity of finding Shakespearean insults resources on Facebook, and the influence on her professional learning, reporting: "that popped up and I used that. It was just an incidental and a good find. It's come from something that I didn't intend to be professional learning". Her comment suggested understanding and appreciation of those incidental interactions contributing to professional learning. Laurence seemed accepting of incidental interactions with Facebook enabling professional learning, reflecting: "The number of times I've driven to work on a Thursday morning and opened up my Facebook page and looked and thought: 'There's my first lesson'". Making this comment, he noted his developing understanding during the study, that regular, incidental Facebook use held potential for professional learning opportunities. In Focus Group Two discussion, Caroline described incorporating a video resource, incidentally

encountered on Facebook, into her teaching, describing it as: “just something that I’d remembered seeing as I went on there”. She compared her interactions with Laurence’s reported Facebook use, proffering: I think [Laurence] is probably more purposeful about it”. Making this comparison, suggested growing realisation of her incidental Facebook interactions influencing professional learning.

Participant reports of and reflections upon professional learning experiences arising from incidental interaction with Facebook, revealed this practice occurred commonly and regularly. They appeared contented with this process, and showed growing understanding and appreciation of it as they talked and reflected. Discussions revealed participants turning incidental Facebook interactions into purposeful action into professional learning action.

Turning the Incidental to Purposeful

Various ways participants turned incidental Facebook use into professional learning action emerged from the data. Responding to self-identified, individually-relevant learning opportunities, they connected content encountered on Facebook with existing knowledge and resources, curriculum and practice, and actively managed resources and information identified for professional learning. Individual alertness, and readiness to engage with arising learning opportunities, emerged as influencing likelihood of incidental interactions turning into purposeful action.

Alert for Noticing

Individual ongoing alertness to seizing learning opportunities identified during incidental Facebook interactions was important for progressing into purposeful learning action. Beth reported her constant watchfulness for professional learning opportunities in online spaces and social media platforms, explaining: “I get bored quite easily, so I’m always looking for what’s going on out there”. Her reflection: “I think generally, it’s that something has popped up and I’ve made a connection” demonstrated readiness for grasping self-identified learning opportunities. Her further comment: “I’m always looking for short videos”, suggested continuing alertness in specific areas. Jane linked her casual Facebook use and reading for interest with professional learning, commenting: “I’m very much on the lookout for things in the world around me” indicating ongoing alertness to arising professional learning opportunities. Describing herself as constantly: “aware of which stimuli will be appropriate for my students in the classroom”, and later reporting: “often I’m hungry for more that I can do in my classroom”, suggested enthusiasm, and ongoing readiness, for grasping professional learning opportunities on Facebook. Her statement in Focus Group One discussion, about teachers constantly thinking about teaching, reinforced ideas of ongoing

alertness to professional learning opportunities. David verbalised the apparently shared understanding in the Focus Group discussion that constant awareness of teacher-selves influenced engagement with presenting learning opportunities, commenting: “like the others were saying, I don’t switch off”. He continued, explaining the seemingly effortless progression from incidental use to purposeful learning action: “I just automatically think, ‘this is something that will be very funny in a PowerPoint somewhere’”. Laurence’s comment: “you’ve just got to be in-the-moment I guess” and Beth’s reflection on professional learning from casual Facebook use: “things come up that are interesting, so I’m not going to let that opportunity go by”, reinforced notions of ongoing readiness and alertness to opportunities, enabling responsive action for professional learning.

Participants appeared to consider incidental interactions with Facebook regularly developing into purposeful professional learning action as a seemingly natural process. In Focus Group One discussion, Meg summarised the way she saw that process unfolding from initial, non-purposeful Facebook interactions: “It really is, just that incidental engagement of when you’re just scrolling; something pops up, interested, go through that process”. Adding: “I could count on one hand the number of times I’ve consciously looked for something on Facebook”, she displayed acceptance of learning opportunities emerging from Facebook non-specific, non-focussed interactions, suggesting underlying belief that it was likely to happen. Caroline appeared to recognise the potential of professional learning arising from incidental interaction, stating: “what appears in the news feed usually just sits there, and then I draw on it”, also noting: “I might save something if it particularly grabs me”. Her comments suggested underlying confidence that news feeds contained content with potential to yield relevant professional learning opportunities, with only the additional, occasional action of saving particularly pertinent information. Jane’s reflection that her professional learning using Facebook: “generally takes place in a less formal way where it is something that I have noticed and that I will therefore use as a stimulus for further teaching and learning”, indicated understanding and acceptance that purposeful professional learning action frequently arose from incidental use, through the action of noticing relevant information.

The importance of teachers recognising and responding to arising professional learning opportunities became evident. Identifying professional learning opportunities, through noticing potentially relevant information or resources on Facebook, enabled incidental interaction to progress into purposeful professional learning action. Beth provided an example showing the way purposeful professional learning action, could grow from: “check(ing) in with Facebook, probably three or four times a week in my scrolling”, with the

checking and scrolling marking the initial, incidental interaction. Her continuing description: "I get the post of something that's interesting, I'll stop and I'll look at that, or I'll bookmark it, or I'll print off some that are of particular note or interest to me", showed the action, of identifying information as interesting, could move onto a range of purposeful learning actions including close examination, saving, or copying the material for later, extended engagement. David reported finding relevant information through incidental action: "as I'm scrolling through and finding interesting articles or things people have posted", enabled identification of potentially useful resources. His description suggested ongoing assessment of material on his news feed for potential relevance for his learning, played a part in turning incidental interactions into purposeful action. In Focus Group Two discussion, Caroline reflected on the way she identified potentially informing content for professional learning and classified it for future re-engagement: "I'm thinking as it's happening, as I see something, I think, 'I should remember that' or, 'let me file that away' or follow that link or whatever it is; 'favourite' a page, or whatever it is". This comment suggested ongoing assessment of encountered information for its relevance to professional learning, and selecting from a range of available options for moving into purposeful, professional learning action.

Forming Connections

Creating links with immediate practice, existing curriculum, and practice-planning emerged as important features of individual, ongoing assessment of incidentally encountered content on Facebook, and subsequent decisions about purposeful action. Laurence's observation about professional learning using Facebook: "It's making a whole lot of connections", suggested an ongoing process of linking varied material found in news feeds, and establishing connections with practice. Beth's explanation of responding to content encountered incidentally found on Facebook: "depending on what we're particularly studying at the time", suggested connections formed with immediate practice influenced further teacher action. She explained the process of moving from incidental interactions to purposeful learning action:

> I'm starting to think about, how can I support that student better and then something happens across my pages and I think. 'Ah'; it's just making those connections that I think are relevant to my own reflective thinking and what's going on from day to day.

This description showed the important role of connecting content, discovered unexpectedly on Facebook, with critical reflections on practice for continuing professional learning. Meg described learning from incidental encounters with content on Facebook:

> If you're in the middle of doing a particular unit or dealing with a problem with a particular issue of whatever it might be, then you read this material or see this thing, and if the need is there, therefore the learning happens.

Her description suggested connections made between immediate practice and discovered content enabled learning, and reinforced the notion that professional learning could emerge seemingly naturally from incidental Facebook use. Jane related an incidental encounter with the movie trailer advertising *I Tonya*: "watching the advertisement of it through social media", and developing connections with teaching "about ambition and corruptions and violence" in Year 10 *Macbeth* studies. Her example illustrated forming connections between content discovered by chance on Facebook with focus themes in current classroom teaching enabled progression from incidental use to purposeful teacher learning.

It became evident that teachers formed links, retrospectively, between current teaching and previously encountered content, on news feeds or in teacher Facebook groups, during non-purposeful interactions. Caroline reported doing this with information discovered on news feeds developing into professional learning: "it's often, sort of, information you retain and then apply it in professional contexts. It might not start off as being specific professional learning, but it becomes that, depending on how you use it, through reflections and use". Laurence illustrated how this could happen, stating: "sometimes it can be six months later and you think 'oh, that night I went to the theatre, this now applies'", suggesting teacher reflection triggering a relevant memory enabling professional learning. He continued to explain the process: "so, it's drawing on the experiences you've had" indicating the key actions of remembering the past experience and forming links with current teaching in engendering learning. Both Caroline and Laurence seemed to accept activating memory to re-connect with previously-encountered Facebook content as a natural part of the learning process using this platform.

Participants gave specific examples of using memory for connecting content accessed in past incidental Facebook interactions with existing curriculum for professional learning. Beth reported connecting earlier viewing of a video about the *Still Face Experiment* on Facebook, with current teaching of *The Secret Garden*. She explained: "I remember being taken by that video" with representations of "that lack of interaction – lack of positive interaction" relevant to a theme in the novel currently studied in class. Caroline talked about linking a video of interviews with North Korean students with themes: "when we were talking about *Animal Farm* and dictatorships" in current novel study. She described remembering "there was something on Facebook about six months ago", that she encountered

incidentally. She explained how past interactions contributed to professional learning through retrospective connecting: “I mean, I looked at it, I watched it and I didn’t consider it professional learning, but I’ve been able to bring it into the classroom”. In later reflections, Caroline expressed surprise when realising: “the fact that you can recall things to bring in. I didn’t actually think that I paid that much attention”, suggesting growing understanding of professional learning emerging from regular, incidental interaction with Facebook. In Focus Group Two discussion, she revisited that surprise, commenting: “I think it’s surprising what I remember, and to then use it”, suggesting continuing reflection on the influence of incidental Facebook use, remembering and connecting on classroom practice.

Actions of saving, commenting, or sharing, potentially informing resources noticed on Facebook, were important in the process of turning incidental interaction to purposeful action. Saving identified pages or links was instrumental in that process. Beth reported: “I’m very good at bookmarking things, for going back to at another time”, indicating the saving action enabled later access, with the suggestion of possible deeper engagement in learning action. Caroline made a similar point: “If I don’t have time to look at something I’ll save a page to then go back to it”, clearly indicating intended later transition of incidental interaction into purposeful action, made possible through the action of saving the page. David recounted using email and computer storage for moving from incidental interaction into purposeful learning action: “I will find something that I like and then I will externally share it to my email – I email it to myself”, or “I just save it on my computer and bring it up in my class”. Jane reported using the Facebook features of saving, commenting or tagging colleagues for this purpose and Meg reported: “sometimes I respond to things, sometimes I tag other people in particular areas of interest” to promote ongoing learning interactions. These comments demonstrated teachers selecting from a number of options to continue purposeful professional learning.

Data from teacher diaries showed evidence supporting comments made in interviews about turning incidental Facebook interactions into purposeful learning action. Entries showed this happening, for all cited instances of experiencing professional learning, for five of the six teachers. (Beth, Caroline, David, Laurence and Meg). Jane recorded five of her seven interactions with Facebook for professional learning in the designated time-frame, began incidentally. Commonly, entries reported scrolling or browsing Facebook as the initial action on the platform. Noticing and accessing resources, including information articles, news reports, videos, memes, or advertisements, and assessing relevance to teaching or teacher work, formed the bridge between incidental and purposeful action. Beth, David and

Jane recorded storing identified resources by using Facebook 'save' folders, or saving links, and Laurence recorded saving resources through screen-shotting. Beth, Caroline, Laurence and Jane recorded actively sharing resources found on Facebook with colleagues. Typically, relatively short periods of time recorded for individual interactions suggested teachers frequently, quickly assessed relevance of information to teaching or teacher role, deciding whether to move onto purposeful action of reading, saving, or sharing identified material.

It was clear that participants varied in ways they turned incidental Facebook use into professional learning according individual, interests, skills and preferred interactions with this social media. Individual alertness, and readiness to engage with arising opportunities, appeared instrumental in growing incidental interactions into purposeful professional learning. In the next section, I present various ways participants purposefully use Facebook in professional learning.

Purposeful Use

There were instances of participants purposefully accessing the Facebook platform, or spaces within it, for professional learning. These were located around participant engagement with education-related Facebook pages, Facebook groups, teacher formed networks and their individual activity on the platform. Participants selecting to follow particular news sites, pages and other users on Facebook, and ongoing, personalised, purposeful interactions with the platform enabled unique opportunities for meeting individually-identified professional learning needs.

Following and Joining

Purposefully following selected colleagues, experts, pages and news sites emerged as contributing to ongoing availability of personally-relevant professional learning opportunities. Diary entries recording Facebook use for professional learning over one week, evidenced content on individual news feeds emanating from educational organisations and news providers for all participants. In discussing ways of using Facebook for professional learning, participants reported choosing to follow teacher Facebook pages and selected news sites increased likelihood of potentially relevant information appearing on newsfeeds. Beth described her selective activity in social media and other online spaces for identifying relevant resources: "I follow lots of educators" and "I follow lots of different websites", concluding: "there's lots of different areas to tap into", for professional learning informing practice. Laurence explained his following choices influenced news feed content: "it's just literally who I've subscribed to, who pops up deliberately on my feed". His additional comment: "There's a lot of junk, and I've tried to set it up so that it's directed towards certain

things", indicated purposeful action to direct content to his news feed likely to generate personally-relevant learning opportunities.

Following practice relevant Facebook pages and news providers potentially enabled professional learning opportunities. David spoke of following specific pages for accessing informing resources: "there's a specific page that I follow that talks a lot about mindfulness". He continued: "from this page I found a bunch of stuff all about how sleep patterns work and I think a few of them [students] really took that on board", explaining that the accessed resources informed his learning for supporting student well-being. Jane reported: "I follow a number of news sites on Facebook", explaining that attracted content to her news feed likely to engender professional learning opportunities. Caroline recounted purposefully following various teacher pages reflecting: "I guess the different pages is really the way that I use it" for learning. Continuing, she reflected: "That's probably the in-point for professional learning" suggested growing understanding of her own purposeful actions on Facebook enabling emergence of professional learning opportunities. Revisiting this idea in focus group discussion, she gave the example: "like the Boobook Education have a page on Facebook and I subscribe to that page and that will pop up in my feed" demonstrating professional learning informing practice emanating from following education pages. Meg considered following selected sites valuable for generating learning opportunities, commenting: "following is a process of which I'm very conscious". Her reflection:

> I guess one of the main ways that I use it professionally is following particular pages or being involved in particular groups. For pages, it might be different things like news sites, it can also be following particular educational areas, or teachers

demonstrated her understanding of using following for attracting particular content to her newsfeed for learning opportunities.

Participants directly accessed education Facebook pages for the purpose of identifying relevant professional learning content. Caroline's explanation showed the dual way she used education pages for professional learning: "when I go looking, I guess, it's what pops up in my newsfeed; but I also will go specifically to those pages for things: looking for something or just seeing what the update is, what people have posted". From following Facebook pages, she anticipated informative material "popping up" on her newsfeed, and she directly accessed educational pages for more specific learning. Her example: "I will look for things that come from VATE for example and see what's there", described use of the Victorian state-wide English subject association's Facebook page for this purpose. Meg reported directly accessing education Facebook pages enabled learning for

informing: “those areas around teaching specifically”. Her further comment: “That will often be through just ideas that particular teachers have about various things they’ve used in their lessons and the way they’ve approached particular skills”, indicated her learning experienced through practice- and idea-sharing. Jane spoke of specifically about accessing the TED Ed. Facebook page: “I did click on to try and find some more stuff” to inform current teaching about suspense films: “because they had come up with a few interesting videos last year”. Entries in teacher diaries showed three teachers moving to educational Facebook pages from their home pages within the diarised week.

Joining and visiting teacher Facebook groups exposed participants to varied shared resources and teaching ideas for professional learning opportunities. Meg’s diary showed two instances of information accessed from a teacher Facebook group and Jane recorded accessing information from two different teacher groups at three points in the diarised week. In interviews, Jane described ways membership of teacher Facebook groups contributed to purposeful professional learning action:

> I’m a member of a reading comprehension discussion group on Facebook, where I occasionally comment, but I tend to use it for reading articles and there are a lot of teaching approaches that are shared and I use for inspiration.

She added: “I’m also a part of a group that is called English Education in the Secondary Years that was constructed by a former tutor of mine, university tutor, and I operate in a similar capacity there”. She detailed her use these groups for learning: “sometimes it’s where I find useful articles about pedagogy and new ways of learning, or sometimes there’s resources that people actually have made and provided. I’m conscious about how they have used them and whether they’re useful or not”. Laurence reported accessing “videos or little provocations” from “The Cultures of Thinking Group” for professional learning. Meg’s comment: **“**I guess there’s also the Facebook group”, and explanation: “being able to see lots of the ideas that are put there. I always intend to contribute more often, but ending up, of course, that I rarely do”, demonstrated teacher group access for consuming ideas and resources.

Participants evidenced accessing Facebook groups seeking specific professional learning informing immediate practice. Meg recorded this practice once and Jane recorded it three times in their teacher diaries. Discussion in Focus Group One detailed a typical example of participants visiting Facebook groups for specific learning. Jane explained:

> When we were starting our reading skills unit with Year 7s this year, and definitely last year, just the touching base of looking at what new is there, here, that I haven't yet seen, that could be useful for Year 7s.

Meg added: "I did that similarly, as we were moving into that". Commenting further: "I'll often go more, as I think about it, I think I'll often go more to a Facebook group like that more in the refining stage of a unit", Meg indicated growing understanding of her purposeful use of these groups for specific professional learning. Caroline's comment about using Facebook groups: "I'll go to those groups searching for specific things or wanting to pose a question about something … related to something I'm teaching at the time, or what's anticipated", suggested purposefully accessing these groups was motivated by specific, self-identified professional learning needs.

Varying Visibility

Participants showed purposeful management of visible Facebook activity when using this social media. Findings presented in Chapter 5, about teacher feelings of vulnerability and concerns about professionality of using Facebook, demonstrated participant awareness of the public nature of Facebook, with potential for information and comment to be shared, or interpreted, outside user intentions and comfort. Findings emerging in the purposeful use sub-theme provide details about participant action in this area. Participants were purposeful about consuming information, resources and ideas on Facebook, and observing discussions, rather than contributing, for managing privacy and professionality concerns while engaging with professional learning. All teacher diaries showed evidence of participants accessing a range of resources from news feeds and education pages across the diarised week. Jane and Meg recorded consuming content from teacher Facebook groups with ensuing collegial discussions for continuing learning around that content. Laurence, Beth and Caroline recorded consuming content from educational pages with follow-on professional learning activity using online platforms and real-life spaces. Only a small number of actions visible to other users were recorded in diaries. Meg and Jane each recorded one tag of an article to on-site colleagues and Jane shared one comment in an off-site Facebook group. Participant sharing and discussions in interviews revealed they purposefully limited visible activities on Facebook.

At different points in interviews, participants related preference for observing and consuming in Facebook spaces. Meg and Jane explicitly mentioned preference for taking a lurker position, David talked about browsing and observing rather than contributing, and Laurence and Beth reported making few contributions or posts. Managing type and level of

activity when using Facebook for professional learning, was evidenced in various ways. Meg reported that observing discussion and reading information posted in teacher Facebook groups and on educational Facebook pages, gave opportunities for professional learning: "often, for me, it's about, as well, it's the questions that are raised by what you're reading and what you're noticing in that sort of context". This comment suggested reflecting on reading and observed interactions gave impetus to individual learning. Beth recounted consuming only from Facebook, in short bursts, as a strategic move to manage workload, reflecting: "it's not generally the best time for me to contribute". In this, and other reports, Beth expressed appreciation of opportunities for learning using this platform, but selectively limited ongoing conversation or interaction in this space. Jane directly addressed lurking in Facebook groups and discussions: "I tend to be more of an observer in that space … do more consuming than offering". In Focus Group One discussion, relating lurking with managing perceived vulnerabilities, reflecting: "I sometimes find it better, or preferable to be a lurker than to be published, or a poster", clearly suggesting her lurking was deliberate and considered. Laurence reinforced the notion of limiting contributions to protect personal and professional vulnerability, stating: "I've always been well aware that data can be misused, can be taken and used for a whole lot of things, so I've always been careful about what I share in the public forum. I don't post very much". This comment, typical of participant reports, showed low-level, visible activity on Facebook was strategic and purposeful.

Evidence emerged about more visible participation in Facebook spaces with limited public access. Jane described contributing resources and comments in two teacher Facebook groups with access restricted to group-members. David, Caroline and Laurence communicated with selected colleagues using Facebook's private messenger feature. Caroline established personal, access-restricted, Facebook networks with off-site English teaching colleagues for communication and sharing: "I've got like a group set up that's other teachers I know at other schools so I can engage with that network". She explained using that network for informal, collegial sharing and discussion: "I've organised my contacts as a group, so I'm not a moderator of a group, but I've organised it so that if I need to send a message out to that particular group, I can do that". In later discussion, she recounted interacting with off-site ex-colleagues within a teacher-constructed, restricted-access Facebook group. Caroline described the group's composition:

> The people that you know from previous schools – like the last school I was at actually closed down a year and a half after I left. But the staff of that school have set up a Facebook page and they call it 'The [Another] College Staff Room'. It sort of

> functions like an ongoing staff room because the school closed down and everyone has dispersed.

She reported comfort participating visibly in this group, sharing practice and asking questions because: "there's still a sort of an entity there of teachers who still identify themselves as being [Another] College teachers of the past. We still connect on social media". This description suggested possibilities for ongoing collegial conversations, resource- and idea-sharing, within a known and supportive environment.

Participants purposefully used Facebook through selectively following pages and organisations, and joining teacher Facebook groups and networks, for access to learning opportunities. Strategically acting as consumers and observers, rather than contributors in professional learning emerged as purposeful actions. Purposeful participant interactions with Facebook features, to promote and continue professional learning, also emerged from data.

Interrelated Teacher and Facebook Action

Intricate and continuing interactions of Facebook features and participant actions in the Facebook space, emerged as influencing teacher professional learning experiences. Participants demonstrated understanding and use of Facebook features, interacting in particular ways to promote professional learning opportunities. Facebook features reportedly supported, mediated or restricted teacher learning action. In discussions about ongoing interactions between Facebook- and user-actions, participants constituted this social media platform as an active player, influencing exposition of professional learning opportunities. They believed purposeful interactions with Facebook features influenced generation of varied professional learning opportunities.

Supporting Opportunities

It was clear that participants understood their active, purposeful engagement with Facebook, and interaction of their actions and Facebook's algorithms, supported professional learning opportunities. Caroline reported: "ideas for other professional learning come up", from regularly interacting with news feeds and education pages. Meg's reflection on regularly accessing news feeds, Facebook groups and education pages: "actively engaging with Facebook and professional reading in that way makes the learning more likely to happen", indicated belief that interacting with Facebook enhanced professional learning opportunities. Jane's statement: "the more you use it for professional learning, the more you can [emphasised] use it for professional learning", supported that idea, suggesting learning-related Facebook interactions prompted further learning opportunities. In Focus Group One discussion, Meg echoed and extended that thought: "the more you use it for professional

learning, even if that's very incidental, then the more, sort of, you do use it for professional learning, because of what it is that comes onto your feed". Her comment indicated that regularly interacting with Facebook generated more learning-relevant content on news feeds. Beth contributed to the discussion, explicitly addressing increased, personally-relevant, learning opportunities arising from purposeful, active engagement with Facebook: "being able to manipulate the creation of personalised material, we have an active role, we can actively encourage more of the things that we want coming our way. That's very difficult to do in any other space". This suggested unique learning opportunities available through teacher ongoing interactions with Facebook features.

Participants reported that using Facebook presented varied possibilities, including moving onto other platforms, for deeper and ongoing participation in professional learning. Caroline's reflection on her Facebook use: "I suppose it's a vehicle to promote other professional learning", demonstrated clear understanding that action on Facebook could prompt varied professional learning engagement. Beth's comment that noticing particular information on Facebook: "might spark something with me, and then I would probably go to my Twitter, my Google Communities", showed information or ideas encountered on Facebook provided impetus for continuing learning action using other platforms. Her additional comment about action proceeding from noticing interesting Facebook content: "if I've seen something briefly, I would then be looking a lot further before I would build it into something", suggested common practice of incorporating other platform use in extensive exploration for knowledge building and resource synthesis. David reported using email for collegially sharing informing podcasts from Facebook: "I actually found these podcasts through Facebook originally, that I will send a lot of those over to another one of my colleagues". Laurence described using Facebook to access content prompting varied professional learning activity in other spaces: "I've been using it as, like an interface, before I go away and do further research", adding: "I should also mention that through that Facebook connectivity, I have then gone onto other platforms". This comment revealed conscious and purposeful movement to other electronic platforms to engage in deeper professional learning.

Participants indicated that understanding Facebook structure and processes enabled teacher-user interactions to maximise the platform's potential for professional learning engagement. In Focus Group One discussion, Meg suggested that understanding content recirculation on Facebook influenced teacher learning engagement. She described observations of recirculating content on news feeds: "what will happen is, it will go past a few times". She continued: "the first time, that thing isn't relevant. It won't be the first time

you see a page, or you even see a post, that it connects with you, and then at a later stage, it does", indicating teacher identification of learning opportunities at personally-relevant times enabled professional learning to proceed. Laurence suggested encountering re-posted information on a subject-association Facebook page contributed to professional learning. His observation: "they have been reposting articles that they think are important to the field. That's come up a lot more. Anything to do with language, or storytelling, things like that. I find them very useful. I definitely read them", suggested re-exposure to content enabled timely, personalised learning. Jane advised colleague to become: "aware of how the algorithm works" on Facebook and interact with Facebook in ways to promote learning opportunities. She suggested teachers: "like or comment on things that they liked, to train the algorithm to show them more of what they want" to enhance individually specific learning.

Using Facebook features for enhancing professional learning opportunities was evident in reports of purposefully using the save function for content re-access and learning engagement. Jane commented that using the "recently introduced" save folders enhanced professional learning engagement, because: "I can save different things in different spaces and then I can go back to that saved folder and look through it when I want, and use things as I need them". Meg made a similar comment about using save folders for enhancing professional learning, with: "it's working well; so, I save things, and then I'll go back to them at particular points". At another point, she added: "I might just hit the 'save post' on three of them, then, when I do have time at a later stage they're all there ready to navigate", suggesting re-accessing and engaging with content according to individual circumstances. Jane believed using the save function enhanced privacy for teachers: "It used to be that you could only share things or like them", but introduction of the "save function made it better because it also means that it's more private for you". Her conclusion: "so, it's becoming easier and easier to use Facebook for things like professional learning", clearly indicated understanding that using this Facebook feature enhanced professional learning opportunities.

Liking and sharing Facebook posts were used by participants for promoting personally-relevant learning engagement. Beth commenting: "every time that you like something it reacts", exemplified common participant understanding of teacher action influencing Facebook action. Explaining further: "I deliberately like or share things that I want to come back to later because I know that saves it for me", she described using these features for enabling later engagement with content identified as potentially relevant for learning. Jane reported using these features to increase likelihood of encountering additional, similar, preferred information: "I've liked and shared a few of those, so it showed me more of

them". Referencing recent, participant Facebook interactions around content deemed relevant for specific professional learning, Jane stated: "I know a few of us, sort of liked and commented and shared and they produced more of it because they were getting that feedback". Here she indicated belief that liking selected posts motivated Facebook page- or group-administrators to produce and share additional, similar content, enhancing learning opportunities. At another point in Focus Group One discussion, Jane revisited this idea, explaining further: "The creator of a Facebook post is going to know that I've read it, liked it, shared it, and they get that feedback that I want more and other teachers want more". Meg mentioned: "if you're liking something then that's often popping up on someone else's feed and other people are seeing it, without you doing anything about it", suggesting that interacting with Facebook through liking posts contributed to professional learning opportunities for colleagues who are Facebook contacts.

Participants used the Facebook tag feature for prompting and continuing professional learning. Meg's description of using tagging: "that informal way of being able to share and connect and build within a group of teachers in a school, a more shared understanding or shared valuing of particular aspects", indicated appreciation of collegial professional learning opportunities prompted by using this feature. Her description: "if I see something, or if someone else sees something that really makes sense to think about as something that could apply to our context, that just tags in me, or vice versa", suggested tagging provided a convenient way of alerting colleagues to potentially informing content on Facebook. Jane reported routinely using the tag feature to generate collegial learning interactions: "I tend to use Facebook to communicate with colleagues and to flag certain ideas, or to gather resources and to flag those resources with colleagues". Beth described collegial tagging generating face-to-face learning conversations:

> Like [Jane] and [Meg] here, they'll tag me in something and then likewise, I'll tag them in something: 'hey, this came across my feed and it looks interesting'. I think that's really worthwhile and that's interesting because that probably would lead to a more authentic conversation like: 'You tagged me in that, what are you doing with that?'.

Meg's comment: "it's almost guaranteed to turn into action if there's a tagging between people within the staff, within the same teaching team", supported and strengthened Beth's comment, suggesting tagging was likely to promote collegial learning informing practice. Meg added that tagging enabled content recirculation: "the other thing that has often been quite interesting is when somebody has tagged you into something a year ago, and then it

comes back up the next year and it reminds you of that". She continued to describe ensuing professional learning:

> often it inspires some thinking about either, it's applicable, or sometimes it's really interesting that a year ago this was something that was really relevant. Not just because it's a recent event or whatever it might be, but that the thinking has evolved since that point. That can be quite fascinating as well.

This reflection suggested that using tagging enabled deep, individual, reflection on, and about, teaching and teacher practice and learning.

Purposefully using Facebook features to redirect and manage content and activity considered irrelevant for professional learning, helped participants manage this busy, crowded platform to maximise learning interactions. In Focus Group One discussion, Beth reported news feeds: "can get pretty cluttered pretty quickly", explaining she may: "choose to ignore" information no longer relevant to her professional learning needs, to discourage its appearance on her news feed. She advised colleagues to: "'unfollow' pretty quickly if you're getting things that you don't want", and reported using that strategy for "refining the process so that there are more things coming to me that are personalised". Reflecting on Facebook collegial conversations, Jane commented: "sometimes it's a little bitsy", advising teachers: "can skip over irrelevant suggestions or irrelevant comments", for maximising personally-relevant learning from engagement with conversation threads. Meg, Jane and Beth described interactions with Facebook groups, generating further learning opportunities. Meg's report: "because I'm in three or four, others present themselves to me", and Jane's commented that Facebook: "shows you more from groups that you visit often", showed awareness of the platform's responsiveness to teacher actions. Beth reported actively managing exposure to preferred types of groups: "I tend to 'like' them and then filter out the ones that aren't particularly useful" demonstrating purposeful harnessing of Facebook features to maximise personally-relevant learning opportunities.

Restricting Opportunities

There were participant reports that Facebook processes and structures restricted effective professional learning engagement. The plethora of content and constantly changing presentation of content and discussions proved challenging to some participant attempts to engage with ongoing collegial conversations and practice sharing. Laurence reported finding discussion threads on Facebook cumbersome, lamenting: "I hate those long, convoluted message strand things"; continuing to explain he found them inconducive for ongoing collegial conversations. Kenneth reported finding Facebook discussion lengthy and

unsatisfactory for professional learning: “I don’t like those threads of conversation. I just don’t think they’re productive. They don’t change people’s minds”. This comment, suggested he was seeking more interrogative and generative collegial discussion than those he saw available through Facebook. His further comment: “nothing replaces a face-to-face discussion, or debate, or forum”, supported perceptions that Facebook discussion lacked the depth and transformative professional learning he was seeking. Beth reported dissatisfaction with Facebook discussion as a means of professional learning: “people do a three- or four-line comment which is not particularly rich or deep. That’s why Facebook wouldn’t be my go-to place for that type of dialogue because it tends to be quite transitional”. Like Kenneth, Beth indicated preference for deeper, generative professional discussion than she perceived possible on Facebook. Later, she compared discussions encountered on Facebook with those observed in another online space, reporting:

> It’s static on that page, affected obviously by the more things that are on there, but it doesn’t get lost, it’s not really people saying this is good, or not, it’s actually more about commentary, so it has to be deeper.

Her comparison implied superficiality of discussion on Facebook, and difficulty re-accessing points of interest in conversation threads restricted opportunities for deep and effective professional learning.

Style of content presentation on Facebook news feeds was seen as restricting effective professional learning. Olivia reported finding the amount of information appearing on Facebook news feeds inconducive to professional learning: “all that busyness, all that constant information was almost an overload and unhealthy in its effects to the psyche”. This comment suggested a sense of clutter and challenge to identifying personally-relevant, informing content on news feeds. Beth reported difficulty using Facebook for searching for content for informing specific learning needs: “It’s not that well curated for that type of thing. So, it’s not particularly easy to go and find particular things”. Jane determined looking through news feeds could be time-consuming with limited benefit to professional learning: “scrolling through your newsfeed, you could be scrolling forever and never find anything interesting”. Similarly, Olivia alluded to ineffective time-use, and superficiality and transitory nature of posts and comments: “you’re just flicking, flicking, flicking and flicking. I don’t know how much actually stays, so it doesn’t do a lot for me. I think it’s quite superficial”. She considered such interaction unsatisfying for her personally-identified learning needs: “it’s almost like a zone-out, because all you’re doing is consuming information. You’re not creating anything”, suggesting inadequate opportunities for generative learning interactions

using Facebook. Jane reported continually changing news feeds on Facebook presented challenge to effective professional learning:

> The nature of Facebook is that it's constantly updating and you don't have that search capacity. For instance, on an email, if I know [Meg] is the one who sent it to me I can search 'from [Meg]' and find it; but on Facebook I don't have that function.

This comment suggested fluidity of content was restrictive to following and locating specific, ongoing learning interactions on the platform.

Participants indicated writing as the method of communication on Facebook presented challenges to effective professional learning engagement. Jane reported the written-only interaction method influenced her inclinations to contribute to Facebook group discussions. She reported: "generally, I will read posts" and "sometimes, I will contribute", giving the example of "providing assistance to another teacher who has asked for help with a certain approach or asked for suggestions for ways of approaching a topic". Jane explained she would have liked to engage more often in practice sharing and reflection with off-site colleagues, but: "if I'm writing down what I've done as well, it can feel a bit of a laborious process". This indicated she found it difficult fitting such activity into her daily teacher work. Kenneth described communicating through writing on Facebook as: "just an incomplete way of communicating"; which he found: "enormously frustrating". He continued to explain the limitations he perceived in this form of interaction for professional learning: "you can't really tell tone, you can't really tell. It's easy to misconstrue and misunderstand people, I think, Facebook as a means of having dialogue, I don't really think, I think it's so limiting, so limiting, so limiting". In this comment, Kenneth appeared to be unravelling the frustration he felt with written Facebook interchanges and the limited potential for professional learning.

Facebook as Mediating Participant

Participants frequently referred to Facebook anthropomorphically, seemingly conceptualising this social media platform as an active participant in their professional learning. Comments suggested perceptions of Facebook as an entity, influencing professional learning action, and teacher exposure to rich professional learning opportunities. Participants observed Facebook action of directing selected content to individual teachers for personalised professional learning action.

It was suggested Facebook acted intentionally in presenting interesting and relevant information for individual users. Meg's comment: "It's just the way Facebook does it", and Caroline's report: "I don't keep track of what Facebook does", indicated acceptance of Facebook as an active participant providing information to be considered for professional

learning engagement. David's comment: "it's putting up some really interesting articles", positioned Facebook as an active agent, presenting information of likely interest for his professional learning. Olivia's comment about Facebook targeting advertising towards her: "I suppose, at the type-face, on Facebook, it's targeted at my demographics", indicated recognition that this social media platform was active in presenting particular types of information to specific users. In reflecting on her diary entries recording Facebook use for professional learning, Beth expressed surprise at the platform's level of activity she noticed: "I was surprised filling in the log, the sheer number of different sources that were coming through to me that I wasn't terribly conscious of … I've had more pushed onto me". Her comment showed realisation of the quantity, and seemingly proactive nature, of Facebook's actions she described as "pushing".

Participants represented Facebook's purposeful actions of sorting and directing individually relevant content to their home pages, as indicative of its activity influencing teacher learning. Laurence spoke directly about these actions: "Facebook has sort of replaced internet searching on some levels. For me, it's sort of like a filter of today". This suggested Facebook actively, collected and sorted information daily, for presenting relevant content on his news feed for consumption. At another point, he revisited the idea of Facebook's sorting actions, musing: "It's like a sieve in a sense". Jane alluded to the notion of Facebook sorting relevant information for her professional learning, reporting it: "does some of my work for me in terms of filtering out relevant articles". Meg's comment: "the more that you are saving or liking those particular posts, the more and more specific it gets with what it serves you up", indicates that Facebook's sorting and directing specific content to home pages are influenced by individual user interactions with the platform.

Participants reported Facebook as responsive to user activity, tailoring content presentation on news feeds, and contact-, page- and group-suggestions, according to individual teacher actions on the platform. Meg spoke about Facebook's response to her activity of 'liking' particular posts: "it then tends to suggest", other pages for her consideration. Jane recounted Facebook's inclination to suggest further user action in response to adding of contacts: "once you add one then other people start appearing". She reported Facebook: "prioritises feeds – people and spaces that I interact with more", to show ways it responded to her interactions on the site. In their focus group, Jane and Meg discussed changing content on news feeds influenced by their contacts' actions. Jane commented: "Facebook shows you things that other people have commented on, or liked; things will pop up in my newsfeed purely by accident", indicating Facebook directed selected

content to individuals' news feeds responding to their contacts' actions. Meg added that additional, learning-relevant content was directed to newsfeeds: "once you do have lots of colleagues on there and people are posting things that are sort of connected in some way, directly to education, or just simply a shared subject interest", extending and enriching learning opportunities. Jane offered the example: "it also shows me a lot about what [Meg] posts because we interact a lot on Facebook … if [Meg] posts something about work, then it becomes this cycle of using it more and more for work", to show Facebook responding to her contacts' actions, extended professional learning. Jane's comment: "I think Facebook is recognising the way that people are using social media differently", and explanation that Facebook: "starts showing you more about stuff", related to her action, indicated belief the platform acted knowledgably, observing and responding to user actions.

Suggestions that Facebook recognised participant users as teachers, reinforced notions that the platform was a knowing, responsive entity. Meg claimed Facebook discerned her profession through recognising her activity on the platform: "It seems to know that I'm a teacher so lots of educational things tend to come out there". Her statement also suggested Facebook responded to understanding of her teacher status by directing education related content to her news feed. Jane's comment:

> It will show me things that are to do with education because it knows that I like them. And then it will show me other things. Sometimes it will just say 'pages we think you might like', and they might come up with something to do with education as well,

supported Meg's interpretation, providing detail about Facebook's activity responding to knowledge she is a teacher. Jane's additional comment:

> The other thing that Facebook does, is when you like something that is related to education, or, so for instance, even though I like *The Age* as a newspaper more broadly, it will show me more education related articles because I've liked them in the past,

indicated Facebook connected user activity on the platform with knowledge of professional role to direct specific content to news feeds. At another point, Jane's comment: "It knows that I like to keep abreast of educational issues, and those sorts of contextual concerns, so it serves them to me really nicely", suggested Facebook's linking of knowledge of her teacher role with its sorting and directing actions enhanced learning opportunities.

Focus Group One discussion extended the idea that Facebook acted knowingly, responding to and supporting individual teacher actions for enhance professional learning opportunities. Meg reflected: "what it [Facebook] is bringing you over time, is really what

you're ready for, what you're wanting to engage with", seemingly attributing interpretive and decisive qualities to Facebook to determine teacher professional learning needs and deliver appropriate content for meeting those needs. Her explanation: "it's almost like Facebook is catering to that sort of zone of proximal development", describing its action as: "meeting you wherever you are at in that zone", suggested this social media platform was particularly effective in meeting, individual, specific, timely learning needs. Jane stated Facebook provided her with: "a personally curated reading list", explaining: "it's just because it knows what I like and it's just personally curated … it will just continue to show you things that you may like". This supported Meg's idea that Facebook interpreted and responded to individual, activity revealing specific learning needs and suggested she saw that occurring as an ongoing process. Participants clearly recognised Facebook as an active entity participating in, and influencing their use of the platform for professional learning.

In this chapter I presented participant incidental and purposeful use of Facebook for professional learning, identifying and responding to a range of incidental opportunities for engaging with learning. They adeptly turned chance encounters on the platform into purposeful learning actions, and proactively established and managed purposeful learning activities. I revealed interrelated teacher and Facebook activities supporting, restricting and mediating teacher learning. I presented perceptions of Facebook as an active participant in developing teacher learning opportunities for individual learning. In the next chapter, I present findings about continuing conversations and teacher experiences of professional learning.

Chapter 7

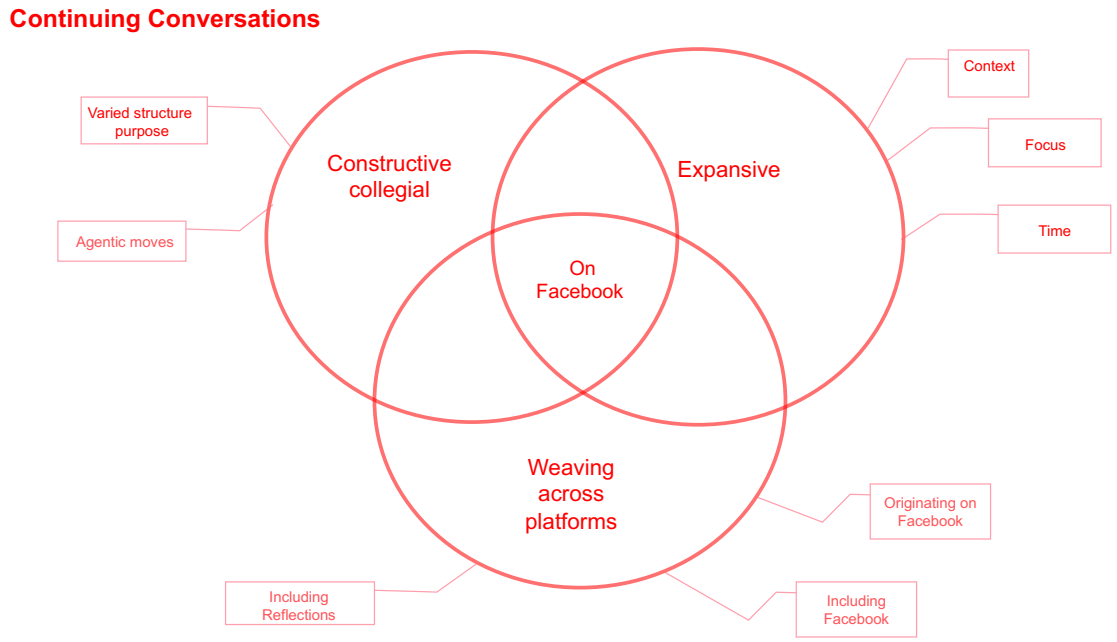
Findings: Continuing Conversations and Professional Learning Experiences

This chapter consists of two parts. In the first part, I present the third major theme of continuing conversation. At the intersection of the three major themes, knowledge emerged about teacher learning experiences, and the process of their learning. In the second part, of this chapter, I will explicate understandings of teacher professional learning using Facebook emerging from my data.

Part One: Continuing Conversations

Participants reported varied, collegial, continuing conversations formed an important part of daily, informal, professional learning. They considered ongoing conversations including Facebook use, with various colleagues, enhanced teacher professional learning. These conversations took three forms: discussion threads occurring on the social media platform; discussion beginning with Facebook interaction and transferring to another platform – including face-to-face conversations; and discussions weaving seamlessly over two or more platforms, including Facebook interaction within the flow of conversation. Broad understanding of the term collegial conversations emerged in this study to incorporate various electronic and real-life communications with on- and off-site colleagues, including some previously-unknown colleagues encountered on Facebook. Individual reflections were seen embedded in chains of conversation, seemingly part of the process of continuing the conversations. Facebook conversations varied in length and were often intertwined with resource and idea sharing. Three sub-themes emerged within this theme: constructive collegial conversations; expansive conversations; and weaving across platforms (Figure 8).

Figure 8



I will present these sub-themes in sequence, then present teacher understandings of their professional learning experiences.

Constructive Collegial Conversations

The importance of constructive, collegial conversations in teacher ongoing, informal professional learning emerged from data. Beth reported experiencing professional learning through: "lots of shared conversations which are personally very valuable for me, particularly from among the staff that have got a lot more experience than me". She explained that through the conversations and practice sharing: "I'm learning all the time, really; especially from the people here as well – from my colleagues. I learn so much from different people at different stages with different levels of expertise and experience". Kenneth asserted collegial conversations formed: "the bulk of my professional learning". He reported learning from: "engaging with colleagues and having professional conversations, either with colleagues at school or on professional learning sessions", and found: "having a continuing series of professional conversations around what they're doing and how they're teaching and what can I learn from that" enhanced his learning. Jane believed continual, informal learning: "through collegiality and conversation", contributed to: "collaborative building of ideas", informing her practice. David recounted generating professional learning conversations with various more experienced colleagues, remarking: "I'm always running around in my spares and getting more advice and talking to people, and asking their advice about ways to do things".

He noticed informal learning when: “I’m chatting with someone and something will just click and it will become a lot more clear”. His further reflection: “There’s those moments where it just clicks in conversation”, suggested spontaneous experiences of learning in informal collegial conversations. Laurence also suggested experiencing spontaneous learning during informal conversation, reporting: “it can be a casual conversation on the way to a class with a colleague, or staying late after work to share something”. Caroline’s comment: “I guess for me, professional learning in a teaching English context is all about getting those ideas from other people and then seeing what I can do with it”, indicated collegial conversations with resource sharing contributing to constructing context-specific teaching practice. Jane described important learning through collegial conversations occurring in various spaces, stating: “personally, I feel that I do the most of my professional learning in collaborative spaces: meetings, discussions with colleagues, and in online spaces as well”.

Participants considered collegial conversations involving Facebook use were important contributors to professional learning. Meg described the strong role she felt collegial conversations played in her meaningful professional learning experiences using Facebook: “I definitely feel like, for me anyway, with the Facebook professional learning, its power comes from the real-world conversations that it creates”. She indicated Facebook use prompted salient, real-life, generative conversations, explaining: “What actually has made it [Facebook use] really meaningful professional learning, is the conversations that have resulted from it”. She suggested that without emerging, constructive conversations, Facebook use could be: “purely some nice resources, some nice lesson starters, all those kinds of things”. Jane found the Facebook platform conducive to collegial conversation generation, commenting: “I do find that Facebook generates conversation sometimes better than other forms of online spaces”. Her comparison with other platforms: “I think that’s what so useful about the Facebook space as opposed to, you know the TES online resource sharing”, indicated perceived advantages of using Facebook for learning. Her reflection: “I think that’s why I’ve preferred working in Facebook spaces to working in resource sharing spaces that are designated for that”, suggested preference for learning in online spaces enabling ongoing conversations. David expressed surprise when realising the extent of his engagement in learning conversations using Facebook. His comment: “differentiating that was interesting, seeing how much I actually was communicating with colleagues and getting bits there”, suggested growing understanding of the generative nature of conversations for learning and resource synthesis, experienced using Facebook.

Varied Structure and Purpose. Varied conceptualisations emerged about the nature of collegial conversations on Facebook. Meg's comment: "conversation will often happen in the moment" suggested a certain spontaneity and transience associated with capturing opportunities for professional conversations on this platform. Caroline presented a picture of more stable, enduring, collegial interchanges, including request-and-response around particular topics: "sometimes it gets into threads of discussion, but it's more often question and answer". Her recount of using a Facebook group for quick, collegial interchanges about The Holocaust: "I jumped on and put the message out there and a few people came back to me and sent me some material and that sort of thing", illustrated easily-accessible conversation and practice-sharing for timely, specific professional learning. Jane reported fluid, linear conversation on Facebook: "which tends to be ordered under a thread" with: "the original post at the top and the subsequent comments underneath it", fostered easy-flowing, continuing collegial interchange. She participated in ongoing: "conversations on literature and plays with [Caroline] and [Laurence]", to inform teaching in a particular curriculum area. Jane's comment about conversations in teacher Facebook groups: "it's not just me sharing what I've done in the past, but it's people commenting" demonstrated appreciation of ongoing, constructive, practice-sharing and reflections with extended colleagues available on Facebook.

Participants presented various ways conversations were initiated and developed on Facebook. Beth described generative, ongoing, collegial conversations, on the platform, around a common interest area growing from an initial tagging action of tagging:

> You tag somebody else in it. You know, 'I know you might be interested in this' or 'I've tagged you in it'. And then there might be some commentary that might go on, some dialogue on Facebook. So, that would be reasonably common.

Meg identified tagging as important for generating continuing collegial conversations, explaining it: "really becomes that sort of beginning for conversation – that already through that tag, we're developing a shared understanding of something that we think may be helpful for our context". Her statement carried the assumption that 'tagged-teachers' accessed the material for individual reading and reflection. Meg showed conversations on the platform unexpectedly extending and enriching learning through others joining:

> Conversation that might start off as being between two people extends to four or five; and often people that otherwise wouldn't have a pedagogical conversation, like a maths teacher, two English teachers and a science teacher, will then be talking about

> the same sort of idea. But otherwise we wouldn't have known that we were all interested in that concept.

Her description shows Facebook use enabling broader, across-subject, collegial learning conversations than would otherwise be possible. Jane presented generative learning through Facebook collegial conversations developing from idea sharing:

> I've found that the Facebook groups and spaces tend to start with a request for collegiality – a request for a meeting of minds and a request for collaboration on approaches and ideas; then from there the resources are generated or shared.

She indicated appreciation that Facebook conversations around concepts and pedagogy enabled collaborative knowledge construction and further sharing.

Facebook professional learning conversations frequently occurred alongside practice- and resource-sharing. Jane described her practice-sharing prompted by a question in a teacher Facebook group:

> There was a question from a colleague at another school asking about short stories to use with middle years' students and I posted the names and authors of a few short stories and gave a brief explanation of how I used them in my classroom.

At another point, she reported on-site collegial conversation on Facebook, around a shared resource, enabling shared planning and reflection:

> [Caroline] posted something recently, it was a thing on reading and suggested we put it up in the classroom, then a few of us responded. I responded, [Meg] responded and the librarian responded and we talked about putting it up in the classroom and the effect it would have on the students.

David's description: "I will be deep in conversation with somebody about something like, I don't know, say, *Macbeth* on Facebook and we'll be swapping resources back and forth" suggested ongoing knowledge-building through interlinking continuing conversation and resource-sharing with colleagues around a particular topic. In Focus Group Two, Caroline and Laurence discussed professional learning for changed practice from entwining collegial conversation and resource-sharing on Facebook. Caroline began: "I'm thinking about this *Greengage Tree*[2]. I posted it, tagged [Laurence], because I'm like, 'you'll love this', and he said 'great, I'll start reading it'". She remembered: "That went on for a while. I then tagged our librarian and she then got some copies in", indicating extended conversation contributing

[2] The Enlightenment of the Greengage Tree is a novel by Shokoofeh Azar, published 2017

to changing practice. Meg reported cross-faculty conversations about pedagogy emanating from colleagues sharing resources used in other subject areas:

> A Maths teacher, whom I'm friends with, might post something, or a History teacher, and sometimes that particular approach that somebody has taken in the Maths classroom then makes you think about how that can be applied to an English scenario as well. That sort of cross-faculty conversation is helpful as well.

Her description showed pedagogical discussion, arising unexpectedly from inter-faculty practice sharing, prompting individual learning reflections about teaching practice.

Agentic Moves. Participants reported moving conversations and resource-sharing initiated on Facebook into the real-life space enabled continuing personally-relevant professional learning. Jane's report: "Generally, the initial reaching out will be on Facebook and then the conversation will happen in real life – generally", presented conversations frequently flowing from Facebook to real-life. David described varied collegial, learning conversations emanating from idea- and resource-sharing on Facebook: "I would take that information at face value and then I go and discuss it with a whole bunch of other people". Laurence reported collective, collegial, Facebook interactions flowing seamlessly into face-to-face, constructive conversations: "when you do have the link that's on their Facebook, that's on my Facebook, that then allows us to have a discussion; that's a shared platform". Beth reported transient collegial Facebook interactions "can lead to a face-to-face conversation", explaining: "like the comments that might be there that might be just, 'Yer this is good, I like that'; it actually leads to an opportunity for an authentic conversation". Meg's comment: "often, those questions are what sort of then spill over into real life conversations and discussions, and guide what you're doing more practically, as well" demonstrated reflections on observed, teacher-Facebook-group interactions prompting local, generative, collegial conversations. Describing Facebook conversations frequently: "translate to real life conversation at school and then it develops into implementation from there", Meg showed progression from these conversations into team learning and changed practice. Her example:

> It might be for example in a Year 8 English team meeting, someone else has tagged me in something, so then what will happen at that meeting is, 'there's this resource or this good idea that's been raised; what do people think?' and then it becomes shared more broadly

illustrated that process. Beth's comment: "For me, I'm not likely to continue the conversation on Facebook. If I see them, and they're someone in my circle, I'll wait and have that

conversation face-to-face" showed preference for continuing Facebook-initiated conversations in real-life, learning conversations.

Participants agentically directed conversations across electronic spaces for convenience in continuing learning. This happened within Facebook, as David demonstrated reporting purposefully moving collegial conversations about a particular topic from the broadly accessible home page onto the more confined, private messenger space. He also described conversations with: "a focus on reading, or a focus on Shakespeare's history, or anything like that", becoming more specific when moved onto other platforms: "sometimes they do get a little bit of sort of segmented where we focus on just that particular aspect of the conversation on the different platforms", for needs-focussed, ongoing learning conversations. Caroline's description: "someone will say: 'Yes, I have some stuff. Send me your email address and I'll send it to you'" showed Facebook conversations moving onto another electronic platform continuing professional learning. Laurence's statement about conversations continuing: "not necessarily on Facebook, but more in conversation or over email. The conversation doesn't continue on Facebook", suggested familiarity with moving discussions from Facebook to other spaces. Qualifying his statement with: "it could happen on messenger I guess", indicated possibilities for moving conversations within Facebook for continued learning. Caroline's description: "I guess if you find someone who can assist you with something then it tends to move off the group page and then it can become like an individual sort of thread of discussion – it goes into messenger", supports the notion of teachers agentically diverting conversations from public to private spaces as convenient and personally suitable.

Focus Group One discussion revealed participant understandings about generating deeper learning experiences through agentically combining collegial conversations with Facebook use. Meg asserted: "for me it's that distinction between something that I find that is a nice resource, versus something that I find that influences the way we approach things". Jane added her belief that Facebook collegial interaction were "a springboard" further learning conversations. Meg continued: "I think it's more likely to be something that's, I'm likely to act on it, if we've had those conversations with others", suggesting collegial conversations helped teachers link Facebook activity with changing practice. David's comment about ideas, resources and conversations accessed on Facebook: "I'm taking things away and going and discussing them with different people and sort of chewing them, and spitting them out and looking at them in different ways, is I guess, how I learn", indicated combining continuing conversations with deep, ongoing reflections enabled personally-

meaningful learning, and resource resynthesis for practice application. Beth and Jane discussed interlinking Facebook use and conversations, with ensuing, face-to-face conversations for deeper learning. Jane recounted: "seeing the *I Tonya* [Film] trailer, and then that stimulated a conversation with [Kenneth]", about including the resource in current classroom teaching. Continuing, she explained: "I couldn't have just tagged him in that resource because it wouldn't have made sense". Beth's interjection: "because it needed more conversation"; and Jane's reiteration: "it would need more conversation", showed shared understanding of the value of including conversation for that learning. Meg jogged memories about combining Facebook interactions with real-life conversation: "like the one about poetry that we ended up having a conversation about, from the VATE [Victorian Association for Teaching of English] thing, and that's something that really potentially influences the way that you approach something, because it's something significant that you can target", illustrating the influence on team learning and practice change. Using hand gestures, Meg explained the value of initial Facebook interactions, around a topic or issue, for developing, deeper conversations and learning: "The conversation in real-life is starting here, rather than starting here, and [emphasis] in terms of, so is the depth that you're going to when you've got this shared thing going on".

Expansive Conversations

Participants showed appreciation of opportunities Facebook provided for engaging in conversations with varied, extended, off-site colleagues, unhindered by time and geographic boundaries. As discussed earlier in my findings, participants reported experiencing learning from observing, as well as actively participating in Facebook conversations. In this section I constitute 'engaging in conversations' as including both observation and active participation. Using Facebook enabled easy access to various known and unfamiliar colleagues, across varied contexts, for one-to-one conversations or group discussion. Participants engaged selected, known or unfamiliar colleagues in conversation around ideas and resources for personally-meaningful, timely learning. Conversations spanned time, as participants read, reflected and contributed as convenient amid multiple, daily, personal and professional demands.

Context. It emerged that participants valued opportunities to engage in Facebook conversations with off-site colleagues and experts, in varied, broad contexts, for extended and important professional learning. Reporting conversing with known, off-site colleagues in various contexts, Laurence explained: "there is definitely contact with teachers at other schools through Facebook". He continued: "hearing about their context, their successes" and

reflecting on “what great innovations are happening everywhere” extended his consideration of different approaches to practice. Beth reported enjoying opportunities to “follow a lot of educators” through engaging with several, social media platforms, putting her: “in touch with lots of different learning networks; and I like to be involved because I find it useful and valuable”. Her explanation that Facebook provided opportunities for: “reaching out into lots of different corners” giving otherwise unobtainable options for interacting with varied colleagues, information and ideas, extended personally-meaningful learning experiences. Jane “noticed a lot of responsiveness and collaboration”, in conversations amongst, unfamiliar, colleagues across varied contexts in an English teacher Facebook group. She lauded opportunities: “to explore the thinking and the ideas” around teaching approaches with varied, same-subject teachers beyond her immediate context. Laurence’s report: “the English exam happened the other day and there were posts from English teachers sharing articles and stuff like that. So, it does extend your range into different types of associations” showed appreciation of Facebook’s capacity to host opportune, broad-based conversations amongst off-site colleagues for reflection and consideration of other opinions. Beth reported ongoing communication with “friends that I’ve worked with in the past”, in a personally-configured network on Facebook, describing it as: “that community of people that you work with and you know you’ve had conversations with and that you’re aligned with different practices, and just doing the same type of thing”. This suggested ongoing access to off-site, ex-colleagues enabled timely learning informing teaching practice.

Focus. Participants appreciated opportunities Facebook provided for engaging with varied colleagues and resources for specifically-focussed professional learning. Caroline valued flexibility, giving variable focus: “There will be things on Facebook that will say: ‘I’m looking for a job’, or ‘Does anyone have resources on this?’. Those sorts of things I think become really important”, according to personal needs. Laurence reported interactions focussed on plays, film or other visual texts, with various known and unfamiliar off-site colleagues, emerging from intermittent contributions on his home page in: “a little bit of a chain of conversation or it may be interesting things that I’ve found”. David used: “Facebook as a medium to contact colleagues” for immediate learning needs, reporting “I will message people that I know would have taught this or are at another school and might have access to different resources”. He described collegial sharing of self-constructed resources for specific learning: “I have chatted with people on instant messages, like other English teachers I know, sending them links to resources that I have”. In Focus group discussion, Caroline and Laurence related intermittent, recurring engagement in conversation with one off-site

colleague: “you and I and [off-site colleague] will often get into conversations”, around common teaching focus areas and relevant resources and ideas.

Facebook provided opportunities for interaction with selected, known, off-site colleagues, teaching in common areas, for specifically-focussed learning. Beth valued ongoing conversation and resource sharing with one, particular, ex-colleague for this purpose: “I’ve got this friend that I worked with at (another school), she’ll tag me into things, like ‘have you seen this?’ and I’ll do the same with her, you know: ‘Hey, this looks good, and have you read this?’”. Caroline conversed and shared resources with off-site colleagues in a self-organised group for informing particular teaching practice:

> That’s where social media is actually quite handy because you can create a network of teachers online that are teaching at different schools. You can put a call out: ‘Hey, does anyone have any information on X’, or ‘does anyone know anyone who is teaching this?’. So, that’s often a really good way to connect.

Jane related typical conversation flow, including questions, idea- and resource-sharing, and collaborative support, around a specific teaching focus, in a large, teacher Facebook group:

> People will ask things like: ‘I’m teaching *Macbeth* to my Year 10s. Does anyone have any suggestions of ways in?’. Someone will comment: ‘Oh, I taught that earlier this year and I started off with this’. And somebody will comment below in response to the first comment and say: ‘That’s a great idea. Something else you can do if you want to follow on from that is do this’, or: ‘I’m thinking of starting with these ideas’.

Her additional comment: “It seems to be, and certainly for me, about picking and choosing, and synthesising a number of approaches” suggested professional learning from time- and place-independent interactions, through observation, adapting shared ideas and information, and applying new knowledge to teaching.

Time. Asynchronous interactions, available on Facebook, enabled on- and off-site, time-flexible conversations for continuing learning, with participants accessing and re-accessing resources and conversations at individually-convenient times. Jane reported opportunities to: “flag certain ideas, or to gather resources and to flag those resources with colleagues”, enabled interaction with selected ideas and resources at another, convenient time. Meg described conversations, arising from Facebook tagging, conversations extending across unspecified time-frames and various spaces:

> Sometimes, it won’t be then that the resource will then continue to be discussed via Facebook, but it’s that next time something comes up that connects to that idea, then I

might poke the same person, or the same person might poke me, and that will extend the real-life conversation.

Her explanation: "It flows in and out like that a little bit", suggested teacher ease with uncontained learning conversations, activated and re-activated by participating colleagues at appropriate and available times and locations. Jane, also, showed familiarity and ease with learning conversations extending across time and locations. She considered learning conversations "In the 21st century" unbound by time, explaining: "the conversation doesn't end; it becomes one long string of conversation". Jane described follow-on conversation tagging a colleague "into an interesting resource" using Facebook "and the next day I said, 'Hey, did you see that? Did you see I tagged you in that thing on Facebook?'. And then that night they respond to that thing on Facebook", showing the conversation moving effortlessly across time and spaces. In Focus Group Two, Caroline and Laurence described a succession of interactions in an ongoing conversation with an off-site colleague, around a particular teaching resource noticed on Facebook:

Caroline: "So, I posted something and tagged you, you then I think tagged [off-site colleague] …"

Laurence: "And then we had a conversation …"

Caroline: "A face-to-face conversation and then I …"

Laurence: "Then I sent you an email",

Caroline: "Yer, and then I messaged [off-site colleague] via Facebook messenger".

This example exemplified the open-endedness and free-flowing nature of familiar colleagues interacting in conversations, including Facebook, extending over time and place. The interchange flow in this discussion, with regular collegial interjections and sentence- and thought-completion, suggested mutual ease with the process of conducting ongoing collegial conversations over time and space.

Weaving Across Platforms

Continuing collegial conversations were seen traversing platforms, as convenient and appropriate to individual teacher professional learning needs. In my report, 'platforms' includes various, electronic and other spaces, teachers reported occupying in professional learning around using Facebook. Electronic spaces included Facebook home pages, teacher groups, education organisation pages, or messenger, email and internet sites. Teachers reports constituted face-to-face, informal, collegial conversations, real-life team meetings and individual teacher reflections as professional learning spaces.

Originating on Facebook. Participants presented fluid conversations, frequently beginning on Facebook, traversing various electronic and real-life platforms, as a common part of contemporary professional learning experiences. Jane's comment: "we're interacting in a number of these different spaces that sort of all overlap and complement each other" exemplified participant understandings of Facebook interactions easily and flexibly move to various other spaces. Caroline described conversations, initiated on a Facebook home page, continuing on the internet and into real-life: "We might send some messages back and forth and send some links back and forth and then that discussion will continue here". Continuing with: "I think that's because of the proximity, because we're just a staff room away from each other, so we can continue that conversation in real time, as opposed to just online", suggested conversation flow across platforms and into real-life developed naturally, as interaction became more locally- and practice-oriented. Meg's description of tagging a colleague with: "'you might find this interesting' and then that will sort of continue in real life conversation", showed fluid, natural movement from Facebook to real-life. She explained how such conversation moved back onto Facebook: "colleagues tend to start then tagging you when they see something similar", suggesting near-effortless movement of conversation weaving across platforms determined by newly identified, relevant material and developing conversations.

Fluid, flexibly-situated conversations were seen developing organically, responding to circumstances, participant preferred practices, and changing learning needs. Caroline's report: "something might start on Facebook, but then it has to merge, it has to sort of segue onto email, because not everyone that you want to be discussing it with are on Facebook", demonstrated purposeful conversation movement across platforms for continuing shared collegial learning, possibly including face-to-face discussions. She illustrated her point with an example, beginning describing the original resource which:

> was on Facebook and it was a speech by a New Zealand student who had done a speech about racism. Because we're about to start public speaking with the Year 10s and we're about to start *To Kill a Mockingbird* with the Year 10s.

This explanation showed intention for collegial learning for application to immediate classroom practice. Continuing with: "but because of the people I wanted to share it with, not everybody was on Facebook, I just took the link and put it into an email and then sent that around", Caroline detailed the process used to move Facebook conversations onto another electronic platform for continuing learning.

Including Facebook. Conversations beginning on any one platform, were moved to others, including Facebook, as convenient to teacher learning action. Jane described continuing conversations moving smoothly between online and real-life spaces: "conversation might start in an online space and then blend into the real world, or vice versa. And often it continues, it sort of weaves back in and out of those spaces in an unending continuation". The typical example she offered: "You know, we have this real-life conversation, and then I was sent an email about it, and now I found something on Facebook about it, and I tagged someone in it", showing multi-directional conversation weaving continuously across different platforms, through teacher actions, and in response to identification of additional resources. Her conclusion: "It's just this constant shifting of the platforms and so it would be very difficult to track one conversation or collaborative process in one space because it takes place on so many platforms", suggested serendipitous, transient use of platforms, driven by teacher actions and learning, rendered identifying discrete stages of the process unimportant. Caroline and Laurence related conversations, around a Literature resource, beginning on Facebook, travelling across several platforms. Caroline's description of the conversations: "they were going from Facebook, to face-to-face and also on Facebook messenger; and then I actually emailed [an off-site colleague]", identified inter-woven, online and real-life platforms, in one ongoing conversation including on- and off-site colleagues. Her description of the conversation moving into real-life, collegial interaction at the school site: "book club are going to look at that. And we're looking at getting the author in next term to do a lecture for the book club. So it sort of …", was interrupted by Laurence's observation: "It has become a dialogue", suggesting teacher, informal generative learning conversations could span several electronic and in-person spaces.

Including Reflections. Sometimes explicitly stated, but often assumed, teachers included reflections in recounts of learning conversations involving Facebook use. Jane's description of professional learning as: "about reflecting, and interacting with society and texts" succinctly verbalised common participant acceptance of reflections as part of teacher informal learning. Constituting reflection as: "that process of self-reflection internally, or in conversation with a colleague", incorporated individual and shared reflections in her definition. David's description of professional learning emanating from Facebook activity: "just finding information that I find interesting and then going and chatting it over with people and thinking about it myself", showed individual reflection inter-weaving with continuing, learning conversation. Discussion in Focus Group One, about Facebook use, sharing resources and learning through collegial conversations, suggested assumptions of

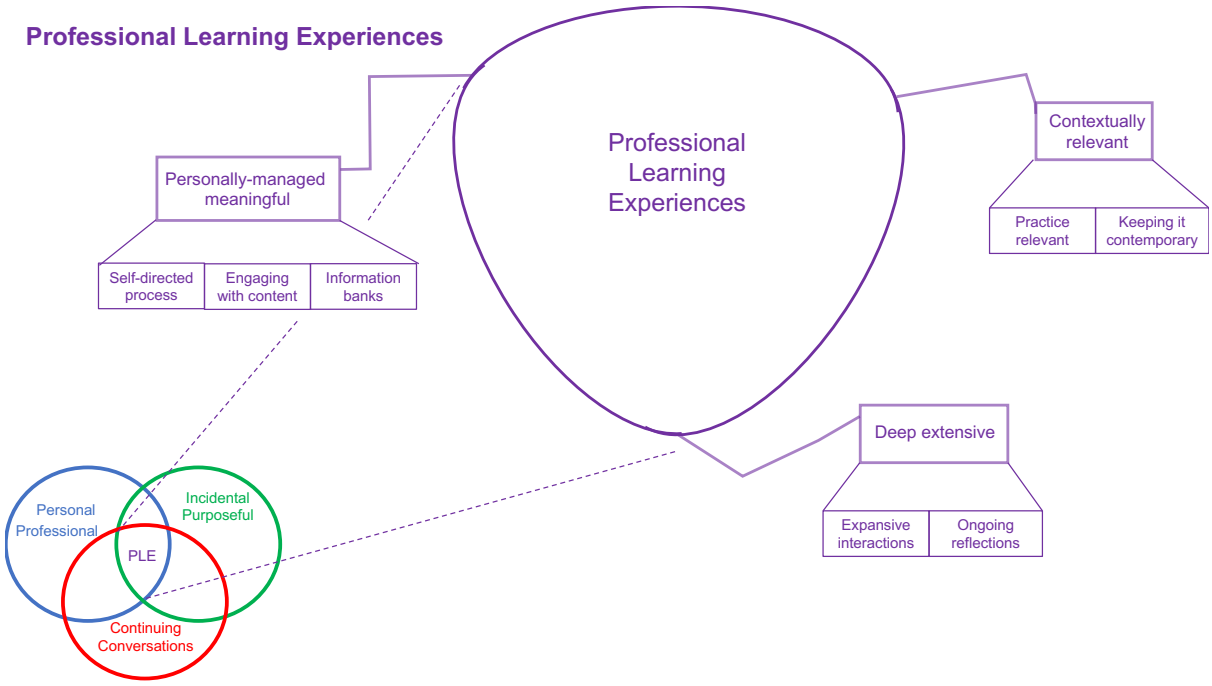
integrating reflection in the continuing learning. Meg described face-to-face collegial discussions, emanating from sharing resources using Facebook: “often that conversation could happen without said article being referred to”. Beth interjected with the explanation: “because it resides as background information”, and Meg continued: “it’s quite apparent that both people, or multiple people are connecting to the ideas that they’ve read; but it’s not necessarily going to be explicitly stated”. This interchange suggested assumptions that participating teachers read and reflected on the article’s content prior to the face-to-face conversation. Meg’s final comment: “and we move on from that” suggested continuing collegial learning, possibly contributing to changed practice.

In this section, I presented participant varied, collegial conversations involving Facebook, forming part of their professional learning. They agentically deployed conversations across various platforms, interacting with local and extended colleagues, according to convenience and changing, self-identified learning needs. Including reflections in their conversations, they captured serendipitous opportunities for organic, time-flexible learning. In the next section, I report emergent understandings of teacher learning experiences.

Part Two: Professional Learning Experiences

Participant experiences of powerful professional learning emerged at the intersection of the three major themes representing reported teacher learning through Facebook use within their daily lives. In the second part of this chapter, I present findings about that learning occurring at the intersection of personal and professional experiences, incidental and purposeful Facebook use, and continuing conversations involving the platform (Figure 9).

Figure 9



Unique learning opportunities emerging through Facebook use, enabled self-directed informal, personalised professional learning. Content availability and presentation on Facebook, enabled personalised, timely professional learning engagement for building unique, individualised resource and idea banks informing practice. Participants connected varied content, and made links with practice in ongoing learning for meeting ever-changing work demands. They engaged with varied colleagues, experts, ideas and pedagogies beyond their 'real-life' contacts for deep learning experiences influencing changed constructions of professional learning.

Personally Managed and Meaningful

Participant varied, self-directed interactions with Facebook enabled a range of informal, personally-appropriate, flexible and timely, professional learning experiences. Individual understandings about the professional learning experience, and processes of that learning, emerged as participants explicitly reflected on, and discussed their perceptions of their learning using Facebook. While details varied, commonalities in understandings of the stages of the learning process emerged.

Self-directed Process: Caroline presented perceptions of a staged process of self-directed learning activity using this platform. Her comment: "I think there's a two-step thing. Like one step is remembering it, or screenshotting it, or saving it. And the next is going back

to those things and then curating it", suggested an initial step of capturing, in some way, information teachers deemed potentially informing to their learning. The second step comprised returning to captured information, to transform it for learning, and possible application to practice. Later, in Focus Group Two discussion, Caroline detailed a process of noticing and connecting information leading to the decision to capture it:

> You just sort of see something and then either it will immediately link to something that you already have, already done in class, or you're thinking about doing or whatever, and you're like, 'I must remember that'; or it's you just think, 'Oh, that's interesting' and then, as [Laurence] said, you just sort of store it away to recall at a later date.

In this recount, she detailed more clearly her perception of the teacher, self-directed learning process using Facebook, beginning with noticing pertinent information. Forming a connection with some part of teacher daily work, information was captured for immediate or later use. Beth's description: "It's like 'oh, I'll pay attention to that, that kind of links with something else'", indicated the importance of initial noticing, then connecting information in learning process. Meg noted the relationship between teachers connecting information and selecting to engage with learning, stating: "if I'm taking it off the shelf, then that means that I've made a connection with it already". Her additional comment: "I like to come to it, rather than it comes to me", showed her preference for self-directing that learning.

At another point, Meg summarised her understandings of her self-directed professional learning experience using this platform. Describing it as: "almost like a flow chart", she presented the process beginning with noticing something potentially informing, and making an initial assessment of its potential usefulness: "I read it, I'll read the little topic line". If she considered the information potentially informing: "then I click it to open it", to further assess its relevance for learning. Continuing, she explained: "and then usually what will happen in my thinking at some stage there is, you know, 'What does this connect to?'". Meg continued: "Then I will usually, my thing will be then to read the first paragraph, then at that point, I either decide to keep reading or to disregard, or save", indicating conscious decision-making about capturing information at that point. She reported re-accessing the information when appropriate:

> When I'm coming to areas, whether it's content or planning or whatever it might be that could draw on those things, then it's kind of like, I guess, a uni. reading, or an article, something that I am then going back to, and then using to inform the next step that I'm going to take.

This indicated information could be linked to teaching, broader teacher work, or planning, for appropriate application to practice. Participant descriptions revealed active assessment at each stage of the learning process, according to available information and its suitability for personally-specific learning needs.

Engaging with Content. The plethora of texts available on Facebook, opened possibilities for wide content engagement for personally-appropriate professional learning to meet self-identified learning needs. Wide, varied, text availability provided many opportunities for identifying relevant articles and reports for reading and reflection for learning. Beth reflected on the range and diversity of available resources: "I noticed there's quite a breadth of sources coming up and some of them are really quite different, too. And the other thing that, I guess I noticed, was that there's lots of good stuff there". She added: "people might post something that I don't know very much about", indicating perceived benefit to her individual learning. David's reflection: "I find that I learn quite a bit when I'm using Facebook", indicated personally-meaningful learning experiences. His observation that using Facebook: "certainly provides me with resources which then prompt me to think about teaching things in different ways", suggested reading and reflecting for personalised learning. Jane's report "a lot of what I'm looking at and reading is developing my understanding of the content as a teacher", indicated reading, and reflecting on text, contributed to ongoing knowledge building. Laurence's comment: "it's just about the information I get for me. I read it, I think about it, I read something else, I think about that", showed an ongoing learning process through individual reading and reflection. Meg presented the importance of interacting with text for professional learning using Facebook, proffering: "it's almost a relationship with the text that's coming through, you know, rather than an explicit learning process. The learning happens as a result of that engagement". Beth's description of engaging with text on Facebook:

> When I'm reading those things, I'm very conscious that I'm making connections between the actions that I want to be taking in my classroom and the theory that I'm sitting and reading, that this is actually helping to develop my understanding

indicated an ongoing process of reading, reflecting and forming connections between theory and teaching for continuing knowledge growth.

Participants reported that understanding, and using the Facebook process of post recirculation, provided unique opportunities for timely engagement with relevant, personally-meaningful professional learning. Jane described Facebook as:

> like the sushi train restaurant of professional learning; because, these things come past you, and you can take them, or you can let them just keep going. You don't have to engage. You can take stuff off and sort of have a look at it.

Using the sushi train analogy, represented a picture of constantly recirculating content enabling teacher to determine time and manner of learning engagement. Her continuing explanation: "you put it back, or you can just let it go past you, and you see things and never actually sort of partake; or you can take a piece of sushi away, and share it with a friend" indicated various, perceived options for individual or shared learning engagement, at appropriate times, influenced by self-determined needs. Meg reported previously tagged information reappearing at intervals on her Facebook home page gave opportunities for professional learning when: "it will be just about the right time to do something about it". Adding: "you are able to select those things that are relevant at the time", she indicated the importance of individual teachers noticing and responding to timely learning opportunities. Beth acknowledged that noticing informing ideas or resources at personally-appropriate times enhanced learning: "it's probably been flying around for a little while, in various forms, anyway, and I'm just at the right point to notice it". This suggested learning readiness influenced teacher recognition of personally-appropriate professional learning opportunities made available through Facebook processes.

The array of resources gathered on individuals' Facebook home pages enabled teacher-directed, authentic, personally-meaningful professional learning experiences. Jane described opportunities to: "pick up on things that spark something in a genuine way rather than being force fed this stuff", suggesting authentic learning through opportunities to self-drive learning. Beth made similar observations: "what sparks us when we see these things; it's the corn of thinking of that something I'm interested in", indicating serendipity of teachers connecting authentically with transient learning opportunities. Meg suggested eclectic content collection on individual, Facebook, home pages enabled unique professional learning opportunities. Her comment: "there is definitely something about the fact of things being presented to you individually, rather than being collated", suggested content presentation on Facebook enabled individually-specific, resource selection and connection opportunities. Continuing, verbalising with greater clarity: "And I guess as well, what I'm collating over time is a very personalised array of materials that are drawing on those areas that I'm particularly interested in", she presented the instrumental role teachers played in responding to Facebook action, fortuitously capturing personally-relevant information for professional learning. Reflecting on content presentation on Facebook, Beth suggested that it

increased opportunities, and likelihood, of personally-meaningful learning engagement: "being personalised and being presented to me and packaged in a place and a space that's convenient. So, the convenience of Facebook makes it easier to dedicate time to professional learning". Meg's comment: "it's often the learning happens through the sort of making connections, that Facebook facilitates because all of these aspects, that otherwise wouldn't be in the same space" reinforced perceptions of unique content collections on Facebook enabling particular learning experience. She reflected: "the learning that I'll come away from with that, will often be that I can connect those things in a way that I haven't thought about connecting them before, and then that influences my teaching", suggesting, teachers making innovative, individual connections enabled personally-appropriate, transformative learning, unlikely to occur in another space.

Information Banks. Using Facebook enabled teachers to compile personalised, professional learning resource collections for use at their discretion. Laurence described identifying and saving information encountered on Facebook to collect resources for non-specified learning or application to teaching, by:

> Just putting it into a general bank … you keep a bank and then you say, that reminds me of two weeks ago, there was this article on Facebook. So, it's not necessarily shelved to go into a particular lesson or a particular class, it's just shelved.

Meg, similarly, floated the concept of compiling resources for engagement when deemed personally relevant:

> you sort of end up with a big booklet of professional readings, in some way. I do find that what's nice about it, in this sort of format, is that it, sort of meets where you're at a lot more.

Caroline reported bringing together a range of ideas for consideration and adaptation: "I think it's just sort of an idea bank, really". Her explanation: "you don't know how you're going to use it, necessarily. It's just a sort of kernel of an idea, or a bit of information that you're storing away", suggested a sense of teacher authority to call on relevant resources when appropriate. Meg described continually building ideas and understandings for adaption and application when considered relevant: "what you're doing is building up a bank of a way of thinking that is ready to be drawn on as the need arises". Her comment: "it's also things that you know would be good for yourself to know more about", suggested building knowledge to meet self-identified, specific professional learning needs: "about a particular theme or concept that you've almost flagged in your head that this is something where I need to have a little bit more awareness or where it would be potentially helpful for me". David reported

accumulating potentially informing resources from scrolling through his newsfeed, and reading a range of news reports and articles: “by doing that, I guess I’m building like a network of information that I can extrapolate from”. Jane’s report: “Sometimes, I’ll notice something that I know will help me in the future”, demonstrated underlying confidence of applying accumulated resources and knowledge to practice when appropriate. She described reading poetry-teaching resources even though that was not a current teaching focus. Her remark: “I’ll read them anyway, and save them, in case I happen to teach poetry down the track – it might help me”, indicated knowledge building for connecting to possible, future English teaching.

Contextually Relevant

Using Facebook enabled locally-relevant, individually-specific, professional learning experiences. Participants reported drawing from varied ideas and resources encountered on Facebook to synthesise contextually-appropriate, teaching approaches. Making personally-relevant connections enabled personalised, ongoing knowledge- and skill-building, for application to classroom teaching and broader, teacher, daily work.

Practice Relevant. Participants drew on Facebook content for synthesising locally-relevant teaching approaches. Beth reported: “I’m looking for something that I can put together for what I’m teaching at the time and for my students’ needs”. She described: “often, it’s useful for some of the little videos, that can be used in the classroom, on social commentary or political commentary, those mindset things, empathy. Some of those things are really useful” for application to immediate teaching. Jane reported: “certainly for me, it’s about picking and choosing, and synthesising a number of approaches” for knowledge construction for changed practice. Caroline connected and synthesised content when: “developing the material that you’re putting together for a particular text”. She described: “lessons or ideas for the classroom, that I then take and modify”, and: “the anecdotes that you can draw on from there to support what you’re doing”. Laurence reported synthesising ideas and news content from Facebook for classroom teaching: “you use it every day; the feature articles, all those things”. Later, he reflected on: “doing the large extrapolation from one idea to another” for generating new, locally-relevant knowledge. Similarly David expressed his realisation: “when I was on my newsfeed, I wasn’t actually getting specific resources, but instead I was just getting things that informed my class”, indicating drawing together varied content for specific local practice.

Teachers reported that connecting information encountered on Facebook with daily-work demands enabled ongoing skill-development for building relationships with students.

Meg claimed that interacting with Facebook around parenting young children helped build knowledge to enhance interactions with adolescent students: “it will give me an insight into something that is actually very helpful for adolescents as well, I guess because they are both such periods of rapid transition and rapid growth”. In Focus Group One discussion, Beth and Meg contended Facebook use contributed to developing connections with students. Talking about using memes in this way, Beth asserted: “it’s that relatable aspect, between us and the students; that’s why we find those pop culture things”. Meg observed drawing on such Facebook content engendered new ideas for ways to connect with students. She explained: “we’ve always been seeking ways to connect with students where they’re at”, but in the contemporary world: “those spaces we’re finding those connections within are sort of changing”. Beth concluded that teacher Facebook use could be: “really, really useful for picking up things that help us to be relatable” to students.

Keeping it Contemporary: Using Facebook provided opportunities for linking contemporary resources to existing curriculum for enhanced student learning engagement. Caroline stated using Facebook was: “how I can get information about what’s happening” around topical ideas and events. She believed using Facebook: “gives you sort of a window into what’s popular on those platforms”, enabling teachers to identify: “that’s where current thinking is”, and relate that to classroom teaching. Laurence described helping students: “to connect into all these different worlds”, by drawing on: “examples of popular culture you can bring in to make the class more real”. Reporting the influence of Facebook use on her teaching, Meg stated: “One of the biggest ways is just being current and with the ways that things just move ever-quickly, being able to use current examples”. Continuing with:

> I find that Facebook has been really powerful in the way that lots of little current issues, and current elements that you can then make those connections with, between bigger texts, and then lead students from being in the world of the text to formulating those bigger ideas that are being explored within it. That has been quite important.

Meg explained her understanding of formulating contemporary, improved teaching practice from drawing on and synthesising selected Facebook content. Jane explained drawing on varied content to construct contemporary teacher approaches:

> I usually just get a news article about something that’s just happened, or an opinion piece, or an image or a video, or something that’s more sort of real-world grounded, that then becomes something that I could use in the classroom through adapting it.

Laurence’s explanation: “I need real-life situations that are going to be at the core of what they’re going to write about. So, I need to be able to have all these different examples”,

demonstrated drawing from contemporary Facebook content to synthesise new approaches to teaching writing.

Participants described using Facebook content to makes existing, specific curriculum more contemporarily relevant for students. Beth's comment: "all the stuff about thinking routines, well I'm doing that, but it's just that match, because it's current" described adapting newly-acquired resources from Facebook to enhance existing teaching. Jane described connecting a topical issue encountered on Facebook with teaching persuasive writing: "it was a debate that was taken from within their world, I guess, of the social media space, but then it was actually the perfect topic that allowed it to be accessible", contending that it enhanced student learning engagement. Caroline's example: "You know, you go in and you say, 'we're talking about *Mockingbird*' and something will have happened on the news or you will have seen something on Facebook or something, and you bring life into the English classroom", illustrated connecting contemporary topics with tradition texts for enhanced application of existing curriculum. In Focus Group One, Beth and Meg discussed adapting resources encountered on Facebook, for teaching about multi-modal texts. Beth used multi-modal texts found on Facebook to explore text comprehension: "that idea as well – that making meaning is multi-modal. It's not just about words on paper. It's very useful for that sort of thing". Meg contributed: "particularly in Middle School classrooms, let's start with those kinds of images that you are actually engaging in all the time and unpack how those are working", indicating adaptation of images familiar to students for classroom teaching. David mentioned using topical information found on Facebook enhanced teaching and connections with students: "they love it when you are up-to-date on the current, latest fad … I use that in my teaching to socially interact". Later he expressed his perception that Facebook use: "certainly makes me much more relatable to the students". He believed that daily interactions with students and capacity to support them in his pastoral role were enhanced: "because I have built a relationship with them through joking about memes or through talking about current events or anything like that".

Extensive and Deep

Using Facebook extended possibilities for collegial and resource interactions with opportunities to engage with ideas and pedagogical knowledge available beyond teacher immediate environments. Participants reported reflecting on new knowledge and learning experiences using Facebook deepened and extended learning. Understandings emerged about varying levels of learning experiences, mediated by opportunity and individual, perceived learning needs. Meg proffered: "you can get the initial ideas quite quickly and make that

initial connection, and thinking about it, and how it can apply right now much more easily, and perhaps then develop that understanding more deeply later on", suggesting varied levels of learning experiences influenced by circumstance and time. She presented early learning for immediate practice followed by deeper learning occurring through continuing reflection and practice-interrogation. Recounting learning about thinking routines, and application to teaching practice, Meg explained that initial, immediate learning grew from individual reading and reflection on relevant information and articles, posted on education Facebook pages. The deeper learning she noted, developed through reading: "about teachers in different schools applying those routines", stimulating practitioner reflection on existing "understanding and application" in the local context. Concluding with: "what I think that type of professional learning does, it's helped to make me more flexible with pedagogical areas that I've already engaged with, in a deeper way", Meg demonstrated collegial practice- and reflection-sharing contributed to continuing reflections on her own practice, contributing to deeper understandings of her practice and learning.

Expansive Interactions. Participants reported using Facebook enabled expanded interactions with varied colleagues, experts, discussions and thinking about contemporary teachers' daily work, prompting interrogation and reconceptualisation of existing conceptualisations of teacher selves and roles. Jane reported Facebook use contributed to changing understanding of her teacher work: "rather than seeing yourself as an individual teacher within a school, instead, you're a teacher within a world-wide profession of educators". Caroline's reflection on using Facebook: "I think it's extended my networking", indicating opportunities to interact with teachers from other contexts. Continuing, she explained: "there's just this sense, because you are linked into all of these professional groups, your identity as a teacher is also broader … so it's a broader community that you're part of", suggesting ensuing growing understandings of teacher-self, perceiving oneself belonging to, and working within, a broad education context. Beth believed interacting with ideas using Facebook provoked self-interrogation of understandings of teacher work, stimulating her to ask:

> why, globally, education has turned its interest to how can we develop mindsets in children? Is that because, two parents are working and there's a lot more parenting done in schools? I guess, so, it's maybe, the things that are trending, and therefore what are the social implications of the students that we're teaching?

This reflection indicated considerations of teacher responsibilities in supporting students to cope with everyday demands, moving beyond traditional understandings of teachers and

students in-classroom interactions around subject content. Later, Beth reflected further on the influence of Facebook use: “I think it’s probably changed my understanding of my responsibility as a teacher in terms of emotional intelligence and mental anguish and anxiety and how prevalent it is amongst the kids that we spend time with”. She asked herself: “how do I impact that every day, positively or negatively? What can I do to help improve that situation?”, clearly indicating a sense of broad responsibility to support students emotionally and socially. Her concluding comment: “understanding the hurdles and the obstacles that go on to students’ learning; I’ve got a better understanding of some of those things, because of the things that go on, and the articles that I read” indicated increased awareness, and deeper understanding, of issues influencing contemporary students and ways of supporting them.

Using Facebook enabled varied, broad interactions with educational ideas, and pedagogical knowledge and interpretations, for deeper understandings. In Focus Group One, teachers explored the influence of using Facebook for broad access to pedagogical knowledge and ideas. Beth report of broad access to:

> informational reports on what’s happening in pedagogy in education on a much wider scale than I can access just here. Through that, I guess I’m understanding some local, national and global trending of things that are going on in education.

indicated using Facebook extended exposure to pedagogies and educational issues, prompting interrogation of existing practice, asking: “What is happening, similarly, across diverse and disparate areas that is creating the same problem? Therefore, what can we do about it and is that something we should prioritise?”. Jane added that using Facebook: “allowed the opportunity to step back from the classroom context and the school context, and to understand our position in relation to other schools and broader educational objectives and aims”. She explained that reading an article about: “the way vocabulary is influenced by socio-economic status”, stimulated her reflection on “where our context sits in regards to other contexts” and “to consider what we are teaching”. She contended interrogating assumptions and practice: “allows us to position ourselves in terms of a broader objective - globally, in terms of educating the next generation of global citizens”. Joining the discussion, Meg claimed using Facebook enabled development of broad, dynamic perspectives on teaching and learning: “it’s almost just building this gradual sort of framework within which you are operating and therefore shaping the way that you see those other things that you do come across”. This comment suggested an ongoing interrelationship between the continually developing framework and ongoing teacher learning. Meg’s statement: “I think that’s one of, probably the biggest differences between in-person professional learning and this kind of

professional learning", indicated her understanding of the unique opportunities Facebook offers for extending and deepening teacher professional learning.

Ongoing Reflections. Participants reported reflective engagement with ideas and learning using Facebook generated deeper professional learning. Jane's report: "I've found that those Facebook spaces provide the perfect platform to explore the thinking and the ideas, rather than just the activities", indicated appreciation of reflective learning opportunities using Facebook. Explaining "Now I'm more interested in continuing to reflect on and improve teaching approaches as a whole, and refining those approaches to teaching, and exploring concepts, rather than just sharing resources. I'm focusing on the learning rather than the activities", she indicated opportunities for interrogating existing beliefs and practice were important for meeting her self-identified, learning needs. Beth commented on critical reflection opportunities using Facebook: "I don't find I get a lot of content-based stuff, it's more ideology, maybe". Elaborating, she described: "learning from the dissemination of ideas; and then I gravitate towards things that are either aligned with my thinking or oppose my thinking", suggesting dynamic exploration and consideration of understandings and beliefs. Describing her learning experience:

> there's something there of interest, but I'm kind of looking for 'why am I interested in this?'. And is it because it's taking me on a route somewhere? Is it taking me further in my understanding? And, because I need to look further, or I'm more deeply opposed to it?

Beth demonstrated ongoing reflections on learning, and learning motivations, as well as openness to questioning existing beliefs and assumptions. Meg's contention: "I'm more likely to act on professional learning that has happened spontaneously and authentically, than structured professional learning", verbalised her perceived influence of this form of informal, self-driven, professional learning on changing teaching and teacher practice.

It emerged that informal professional learning experienced through Facebook use often remained invisible, until revealed through reflections on changed practice. Meg's statement: "one of the most powerful indicators of learning is when it's translated into action", indicated recognition of learning and its worth, in relation to changed practice. Beth's report about noticing learning: "it's when I can actually see that I've done something different or differently. It tends to resonate that you're then thinking about it", indicated reflection in- and on-practice alerted her to learning having occurred. Jane offered a similar observation about recognising learning experiences: "when it influences my practice or the way I approach my practice; when it changes the way I think about something, or the way I

might teach something". Caroline reflected on unrecognised professional learning from incidental interaction with Facebook until: "after it's split in" to her classroom teaching. Later, in Focus Group Two discussions, she returned to this point, giving more detail about realising professional learning experiences: "I don't think it's at the time. I think it's when it's applied that you think, that's something you've remembered and made that quick connection". At another point, Caroline reflected on the changing face of professional learning and possibilities for informal learning, offered by ubiquitous use of modern technologies in our daily education lives and workplaces: "I think professional learning has become more informal and anecdotal and fluid over time. The models of professional learning have developed with social media and online technology". Her comment suggested warrant for greater recognition of informal, self-driven professional learning experienced through Facebook use.

Opportunities for exploring rhizomatic-like, informal, learning activity enabled by Facebook use were important for the personally-meaningful, contextually-relevant, extensive and deep learning experiences presented in the second part of this chapter. Organic learning experiences expatiated in this section arose from participant, interrelated, personal and professional experiences in their Facebook use and daily lives presented in Chapter 5. Incidental and purposeful interactions with Facebook expounded in Chapter 6 enabled participants to self-direct, practice-relevant, personalised learning. Engagement in varied and expansive, interweaving, constructive, collegial continuous conversations, as presented in the first section of this chapter, enhanced teacher learning arising from ongoing critical reflections on practice, underlying beliefs and learning experiences, and re-conceptualisations of professional learning. In the next chapter, I discuss findings, relating them to existing knowledge about teacher use of Facebook for professional learning and identified theories I consider relevant to interpreting my data.

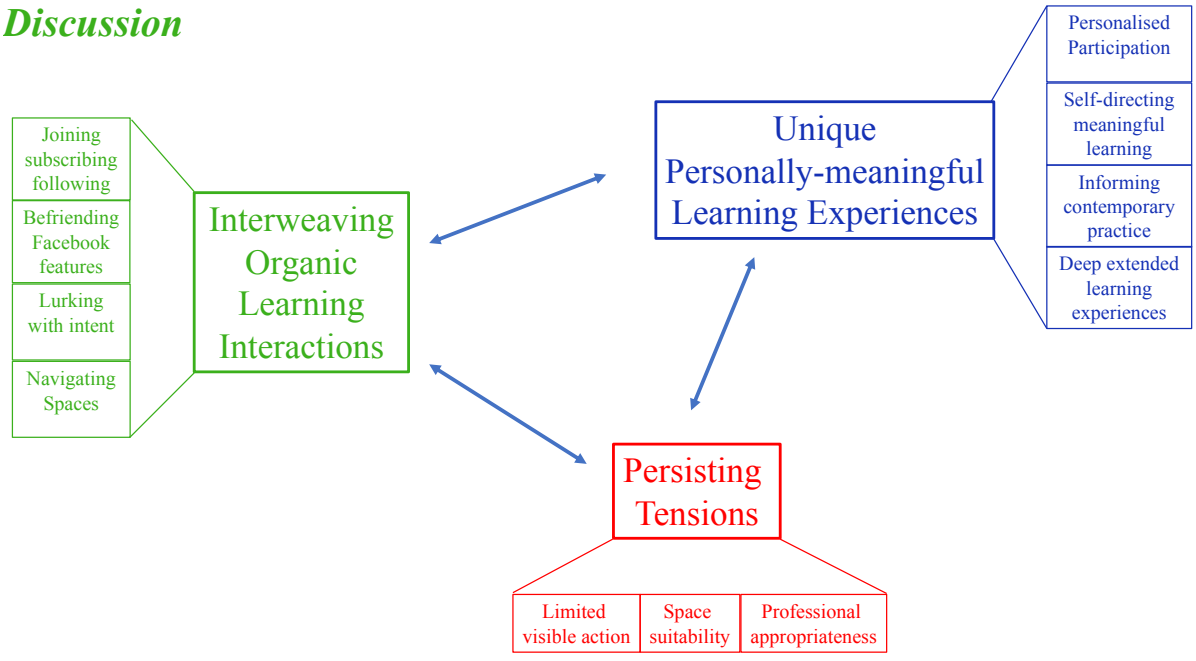
Chapter 8

Discussion

My study investigated English teacher, daily-life-embedded interactions with Facebook for professional learning. I began my investigation by asking the main research question: 'How do English teachers use Facebook for professional learning?'. I constructed two supporting questions: 'How do teachers understand their professional learning using Facebook?' and 'How do teachers understand the impact on their practice?'. I asked these questions, seeking insights into teacher engagement with Facebook for learning and their understandings of their interactions with Facebook in this pursuit. I sought teacher understandings of the professional learning they experienced using Facebook and its influence on their practice.

In this chapter, I discuss my findings about teacher use of Facebook for professional learning, relating them to existing knowledge about teacher learning using Facebook, and the theories I identified relevant to interpreting my data, as I progressed through my inductive study (Figure 10).

Figure 10



Findings emerging from the rich, qualitative, generated data, address the gap in knowledge about teachers including Facebook use into their busy daily lives, and perceived influence of that action on their professional learning, teaching and teacher practice. Comparing my findings with existing knowledge about teacher learning in this area, enables me to locate new knowledge about multiple ways teachers use various Facebook features and spaces for

this purpose. Varied use of this platform by six participants, and elected non-use by two others, reveal knowledge about their interactions, their learning experiences, and persisting tensions around teachers using Facebook in this way. While I write to address relevance of data to the focus of each section, I acknowledge there may seem to be some overlap in discussion in unfolding successive sections, with rich data often informing more than one section. I will begin by discussing ways teachers interact with Facebook for professional learning within the context of their daily lives.

Interweaving Organic Learning Interactions

Teachers in my study contribute new knowledge about innovatively engaging in organic learning opportunities through daily-life embedded Facebook interactions. They demonstrate existing understandings about teacher familiarity with Facebook and established, frequent use of this social media platform in their daily lives, opening possibilities for its use for professional learning (MMS Education, 2012; Petti & Triacca, 2013; Rensfeldt et al., 2018, Staudt et al., 2013; Sumuer et al., 2014). All study participants displayed familiarity with Facebook, operating accounts for between four and 13 years, with those using it for professional learning interacting with it frequently throughout the week. Daily interactions with this platform enabled regular entry-points into professional learning opportunities (Homan, 2014; Sumuer et al., 2014; van Bommel et al., 2018). Anywhere-accessibility provided participants with transportable, quick, easy, and convenient access to professional learning activity in their busy lives (Macia & Garcia, 2016; Patahuddin & Logan, 2015; Wang et al., 2012). Beth and Meg capturing short, available time interludes for fleeting checks of Facebook (Petti & Triacca, 2013) demonstrate temporal convenience. Jane and Dave accessing Facebook in a range of locations (Ekoç, 2020; Homan, 2014) such as train travel, or at home on the couch, demonstrate locational convenience. Laurence and Caroline quickly checking news feeds each morning, evidence convenient, daily, Facebook interactions (Patahuddin & Logan, 2015; Sumuer et al., 2014). These teachers provide additional detail about harnessing familiarity with Facebook to engender innovative, personally-appropriate, professional learning experiences.

Participants proactively and responsively, integrated Facebook use in personal and professional lives, with various other spaces and actions, for new and different, individually-convenient, professional learning engagement (Goodyear et al., 2014; Homan, 2014; Kent, 2018; Lantz-Andersson et al., 2017; Patahuddin & Login, 2015; Robson, 2016). Creatively interlinking personal and professional experiences on this social media platform to generate personally-meaningful, powerful, professional learning opportunities, these teachers enact

concepts of overlapping and interacting personal and professional identity, lives, experiences and learning (Beijaard et al., 2004; Buchanan, 2015; Coldron & Smith, 1999; Day et al., 2006). They derived individually appropriate learning engagement from interweaving, varied incidental and purposeful use of this communication media space, spontaneously and agentically turning incidental interactions with this platform into purposeful learning actions. In this process, they instantiate theoretical notions of learners innovatively and flexibly capturing learning opportunities and reconfiguring learning actions (Buchanan, 2007; Clarke & Parsons, 2013; Cormier, 2008).

These teachers understood that they creatively integrated a range of resources, incidental and purposeful learning opportunities, and varied conversations around Facebook use to foster information sharing and generative, collegial discussions for ongoing, informal professional learning. Organically weaving continuing, learning-enriching conversations and reflections, seamlessly across time, and a range of electronic and non-electronic spaces, resonates with dialogic concepts of enhanced learning through continuing dialogue including many voices, perspectives and reflections (Bakhtin, 1981, 1986; Holquist, 1990; Nesari, 2015; Postholm, 2005; Warwick et al., 2016). Although participants reported professional learning on Facebook most often arising from incidental interactions, their purposeful actions on this platform support existing understandings that teacher can use Facebook features to influence content collections on individual home pages (Rego, 2009).

Joining, Subscribing, Following

Conversance with Facebook features enabled participants to use this platform in selected ways, giving new, varied professional learning experiences (Goodyear et al., 2014; Lantz-Andersson et al., 2017; Robson, 2016). Through purposefully following selected pages, groups and news providers, they demonstrated understanding of Facebook's structure and processes, and ways to interact with these features to promote learning opportunities (Gee, 2004; Homan, 2014; Patahuddin & Logan, 2015; Petti & Triacca, 2013). They exemplify theoretical notions of user interactions with features of technological tools generating new practices (McLuhan, 1964; Postman, 2000), that become integrated into their daily actions (Säljö, 2010). Participants purposefully subscribing to subject-association, and educational-organisation, Facebook pages to access information for professional learning, accords with existing knowledge (Petti & Triacca, 2013; Pilgrim & Bledsoe, 2011; Robson, 2016; Staudt et al., 2013). Caroline demonstrates this through following the Boobook Education page to access a range of information, potentially informing her professional learning (Pilgrim & Bledsoe, 2011). Meg following pages focussed on education topics and

issues, and Dave following pages presenting information about mindfulness in education, provide other examples of purposeful inclusion of selected pages into regular Facebook interactions, to enhance professional learning opportunities. Jane using the TED Ed Facebook page, seeking information about teaching suspense films, demonstrates purposefully accessing an education page for planned, specific professional learning (Robson, 2016). Laurence, Caroline and Jane following and accessing their local state-wide, English subject association's (VATE's) Facebook page, shows teachers using this platform to engage directly with their subject association for professional learning (Rego, 2009).

Participants demonstrate the recognised practice of purposefully joining and visiting education-related, and teacher Facebook groups, for accessing resources and ideas to inform practice (Bett & Makewa, 2018; Palmquist & Barnes, 2015; Rensfeldt et al., 2018; Rutherford 2010; Yildrim, 2019). Beth used selected groups to access articles for building pedagogical knowledge (Bissessar, 2014; Rutherford, 2010). Meg accessed collegial idea sharing in teacher Facebook groups (Bett & Makewa, 2018; Ekoç, 2020; Yildrim, 2019) when planning or teaching a unit of work. Her action of adapting and applying ideas accessed in a personal-interest, parenting group for re-engaging adolescents in learning, supports existing knowledge about teachers drawing on personal interests for professional learning (Woodard, 2015) and adds knowledge about teachers using Facebook in this way. Jane accessing an English teacher Facebook group for resources about teaching reading comprehension when planning and teaching in this area, and Caroline seeking specific information about The Holocaust within a set time-frame, evidence Facebook group use for timely professional learning for application to specific practice (Kent, 2018; van Bommel et al., 2020).

Additional knowledge arises from my study about teachers subscribing to news providers, Facebook pages to facilitate professional learning opportunities. While there are references to teachers accessing current news on their home pages (Homan, 2014; Petti & Triacca, 2013; Sumuer et al., 2014), little is known about teacher action in this area, nor how their professional learning is influenced. Jane, Meg and Laurence demonstrate purposeful following of selected news providers to access their pages for professional learning and to prompt teaching-relevant posts appearing on news feeds. Participants support suggestions that teachers expect ongoing supplies of learning-relevant information on individual home pages, from following selected Facebook pages and joining teacher Facebook groups (Petti & Triacca, 2013). These teachers extend that expectation to include news organisations they follow. Laurence, describing regular, relevant professional learning from Facebook use

through doing little more than opening his home page and looking at his news feed each day, conveys expectations of continuing supplies of content, potentially informing to professional learning needs, through following news providers.

Befriending Facebook Features

Participants support existing knowledge about teachers using available Facebook features of liking, sharing and tagging to continue action around preferred resources, for enhanced professional learning (Pilgrim & Bledsoe, 2011; Rashid, 2018; Rego, 2009; Robson, 2016). They exemplify theoretical understandings of user interactions with communication media engendering a dynamic interrelationship for continuing and changing learning possibilities (Milberry, 2016; Postman, 2000; Stephens, 2014). Participants routinely liking posts to attract particular information or resources appearing on homepages (Pilgrim & Bledsoe, 2011; Rashid, 2018), enacts understandings of two-way knowledge transfer, alerting knowledge providers to consumer-preferred knowledge types (Boggs, 1992; Hutchings & Michailova, 2004; Pentland et a., 2011; Zarinpoush et al., 2007). Jane's explanation that liking and sharing particular types of information prompting more, similar posts, and Beth's description that liking and sharing posts acted as a saving mechanism for her, demonstrate teacher deliberate use of these features to capture and extend learning opportunities (Petti & Triacca, 2013; Pilgrim & Bledsoe, 2011).

Participants frequently used tagging to alert colleagues to particular information, supports existing understandings of teachers using tagging as an information sharing strategy (Petti & Triacca, 2013; Rego, 2009). Additional knowledge emerges about tagging use for stimulating continuing local, sharing and conversations for teacher professional learning. Beth described learning conversations, emanating from tagging, occasionally continuing on Facebook for a time, and Jane described such conversations extending across time and platforms, including face-to-face discussions. Caroline described using tagging as part of continuing professional learning around a specific resource, involving on- and off-site colleagues, email, messenger and face-to-face conversations, informing changed practice. Stating that continuing action is virtually assured through tagging between on-site colleagues within a teaching team, Meg shows this action's contribution to enhancing shared learning emanating from Facebook. These descriptions contribute new knowledge about teachers using this Facebook feature to bridge individual learning and local, collegial interactions for shared learning for changing existing practice.

New knowledge about teachers using Facebook's recently introduced 'save' feature to promote professional learning arises from my study and shows teachers extending

possibilities for interacting with this media through continuing engagement and development of their relationship with its changing features (Milberry, 2016; Postman, 2000; Stephens, 2014). Meg and Jane found this feature convenient for extending storage options for incidentally-noticed, informing resources. Stored in save folders, resources were easily retrievable for re-engagement when pertinent for individual teacher learning. Jane considered convenience of the save feature made Facebook a more attractive platform for use in professional learning.

Lurking with Intent

Participants contribute alternative understandings about teachers joining Facebook groups for active, practice-sharing and conversations with colleagues beyond their local environment, for enhanced professional learning (Lantz-Andersson et al., 2017; Rutherford, 2010; Staudt et al., 2013). Although joining Facebook groups for connecting with varied colleagues with shared interests (Bissessar, 2014; Ekoç, 2020; Palmquist & Barnes, 2015; Staudt et al., 2013), they showed limited inclination to contribute to collegial conversations in these groups. Jane, occasionally sharing resources and offering comments in a Facebook group, and Caroline, asking questions in groups about specific teaching, show some evidence supporting existing knowledge about teacher visible, active, learning engagement in Facebook groups (Liljekvist et al., 2017; Ranieri et al., 2012). More commonly, participants elected to consume rather than contribute, making few, if any, contributions to resource sharing and discussions; an action described as lurking (Kelly & Antonio, 2016; Lantz-Andersson et al., 2017; Palmquist & Barnes, 2015; Petti & Triacca, 2013; Rensfeldt et al., 2018; Rutherford, 2010).

Participants reporting experiencing professional learning through deliberate lurking, contributes new knowledge to existing, limited understandings about actions and experiences of teacher-lurkers in Facebook groups and other social media spaces (Prestridge, 2009, 2019; Rensfeldt et al., 2018; Rutherford, 2010; Trust & Prestridge, 2021). The six active Facebook users affirm suggestions teachers may experience learning from accessing and reading information posted in groups, and reflecting on observed collegial conversations occurring within them (Kelly & Antonio, 2016; Lantz-Andersson et al., 2017; Robson, 2018; Russell et al., 2004). In reconsidering his teaching approaches prompted by reading and thinking about posts on Facebook, Dave exemplifies participant individual reflective learning through lurking. Meg, describing learning through considering questions emerging as she read teacher contribution in Facebook groups, evidences ongoing, individual interrogation of practice, and possibly, beliefs driving her existing teaching approaches, enabled by lurking.

Purposeful lurking helped participants manage personal and professional privacy and vulnerability, known to be associated with teacher Facebook use (Debatin et al., 2009; Sumuer et al., 2014). Laurence's voicing of common, participant concerns about data mismanagement issues contributing to decisions to share little personal information, supports existing knowledge (Kelly & Antonio, 2016; Sumuer et al., 2014). Beth's and Jane's advice to colleagues about remaining aware of possibilities of trolling arising from contributions to Facebook discussion, echo existing concerns, and show self-censoring of contributions as a personal-vulnerability-management strategy. Meg and Jane advising colleagues to consider lurking as a way of preserving acceptable digital footprints – developed through cumulative individual Facebook activity – shows awareness of professional vulnerability issues and possible management strategies. Their comments also show considered responses to the enduring and public nature of teacher Facebook activity and possible, associated personal and professional implications (Belch, 2012; Carter et al., 2008).

Navigating Spaces

My findings support and extend existing knowledge, about teachers using Facebook spaces in learning action, and their movement across various spaces. Participants innovatively and seamlessly interlinked individual, varied actions across selected spaces within Facebook, and into other electronic platforms and non-electronic spaces, to develop personalised, informal professional learning experiences. Their varied, idiosyncratic and variable, incidental and purposeful interactions with the Facebook and various other spaces, accord with theoretical ideas of complex, chaotic, unpredictable, exploratory and creative, unconfined and undefined, individually-specific learning (Bissola et al., 2017; Deleuze & Guattari, 1985; Mackness et al., 2016).

Participants demonstrate accepted practices of moving from Facebook home pages, to group and page spaces within this social media platform, to access professional learning (Kent, 2018; Lantz-Andersson et al., 2017; Patahuddin & Logan, 2015; Robson, 2018). They contribute detail about seamlessly moving learning from one Facebook space to another, as convenient and appropriate to individuals and circumstances, purposefully moving from individualised home pages to other Facebook spaces, to access, store or send information to colleagues. They contribute knowledge about incorporating the less-reported, messenger space (Sumuer et al., 2014) and save folders, into these actions. Dave and Caroline using messenger for ongoing, inter-site, collegial interactions focussing on specific topics, add detail about including this space in professional learning. Meg and Jane using the recently-introduced save folders as an additional space for preserving quickly-noticed, learning

opportunities, contribute new knowledge about incorporating this space into professional learning activity.

Participants commonly demonstrate the known practice of moving initial Facebook learning to various spaces external to this platform, for continuing professional learning action through following and sharing links, to access and redistribute existing educational resources such as articles and videos (Cunha Junior et al., 2016; Homan, 2014; Petti & Triacca, 2013; Rensfeldt et al., 2018). Additional insights emerge about teachers moving professional learning action from Facebook into other platforms. Beth demonstrates purposefully moving initial, Facebook-situated professional learning action to the specific, preferred electronic platforms of Twitter or Google Communities for continuing learning. Caroline, moving initial learning from the Boobook Facebook page to an in-person, professional learning event, exemplifies participants moving individual learning on Facebook into continuing learning in real-life spaces. Detail emerges from my study, to extend limited knowledge about individual teacher learning in large, external Facebook groups, moving to local collegial interactions for continuing learning (Cunha Junior et al., 2016). Participants commonly reported tagging, and sharing resources – identified in Facebook groups, pages or news feeds – with local colleagues, for continuing, shared learning in real-life spaces.

My study contributes new knowledge about ways teachers integrate Facebook interactions with various spaces, for continuing professional learning in their daily lives. Participants show learning beginning in other spaces, moving onto and across Facebook as appropriate, and weaving back and forth across spaces, as convenient and appropriate, in a seemingly endless thread of learning, unbounded by time or place. Their actions exemplify understandings of meaning making through exchanges of written and spoken utterances in an ongoing communication chain, unencumbered by time constraints or interruptions (Bakhtin, 1981,1986; Holquist, 1990). Jane's description of seemingly endless, variable conversations weaving, effortlessly and multi-directionally across a range of platforms presents ongoing, fluid, adaptable and enduring collegial professional learning, incorporating a range of online and real-life spaces. Caroline's description of continuing professional learning emanating from her attendance at the Boobook professional learning event, presents similar understanding of weaving and changing collegial learning, through ongoing conversations using various spaces.

Teacher serendipitous inclusion of electronic and non-electronic platforms in professional learning action, are determined by the interplay of participant-assessed convenience, suitability of platforms to support continuing conversation flow, and individual

preference for proceeding with the conversation and learning. They enact understandings of media users incorporating ongoing use of available technologies into everyday activities, working with the features of the space to generate new learning possibilities (Gamaleri, 2019; Isalas & Bernal, 2016). Participant fluid and innovative incorporation of Facebook use into ongoing, daily learning action, enables rich, personally-appropriate learning experiences. In the next section, I will discuss teacher experiences of informal, personalised professional learning.

Unique Personally-meaningful Learning Experiences

Using Facebook provides teachers with unique opportunities to engage informally with personally-meaningful learning. Findings support existing understandings that using Facebook enables teacher ongoing, informal, self-directed, personally-relevant, professional learning (Greenhow & Lewin, 2016; Manca & Ranieri, 2016; Patahuddin & Login, 2015; Rutherford, 2010). Participants evidence the known practice of building knowledge and skills for specific, practice application, from joining and visiting selected Facebook groups (Kent, 2018; Patahuddin & Logan, 2015; van Bommel et al., 2020; Yildrim, 2019), and from following and drawing upon education-related Facebook pages (Petti & Triacca, 2013; Pilgrim & Bledsoe, 2011). Existing knowledge about teacher informal, personalised professional learning experience on this platform mostly relates to learning in Facebook groups (Bett & Makewa, 2018; Bissessar, 2014; van Bommel et al., 2020), with some knowledge about teachers learning from accessing organisations' Facebook pages (Petti & Triacca, 2013; Pilgrim & Bledsoe, 2011). My study extends limited existing knowledge about teacher learning from varied information and resources collected on their Facebook home pages (Homan, 2014; Sumuer et al., 2014). Detail emerges about teacher personalised, self-driven, informal professional learning experienced through interacting with a range of material, and connecting with colleagues during everyday Facebook use.

Participants including Facebook use into individually-developed, personal learning networks, affirm existing beliefs that teachers can use online spaces to engage in open-ended and flexible, informal, personalised professional learning, for informing local practice (Beach, 2017; Lantz-Andersson et al., 2018; Trust, 2016). Professional learning developing from participant, self-initiated, serendipitous interactions with Facebook, at varied times and places (Ekoç, 2020; Yildrim, 2019), contributes to conceptualisation of the informality of this form of teacher learning. Meg excluding Facebook interactions from written records of professional learning is consistent with perceptions of the non-formal, non-dominant status of teacher learning using social media (Tour, 2017; Trust et al., 2016). Caroline's observation of

general, increasing teacher inclinations towards informal professional learning using various online technologies, exemplifies participant recognition of the increasing importance of informal professional learning in teacher contemporary lives, and possibilities of including social media in this action (Ekoç, 2020; Greenhow & Lewin, 2016; Trust et al., 2016).

Emergent knowledge supports and provides further detail, about teachers forming, and participating in, informal, user-initiated groups (or networks), with colleagues in online spaces for professional learning (Homan, 2014; Rashid, 2018; Tour, 2017). They give insight into teachers using tagging, sharing and messenger for informally networking with various colleagues. Connecting on Facebook with known, off-site colleagues with shared teaching interests to develop informal networks (Cunha Junior et al., 2016; Rego, 2009), they enact concepts of knowledge sharing networks forming around common interests for ongoing knowledge distribution and construction for improved practice (Bergman et al., 2004; Cohen & Levinthal, 1990; Conklin & Stolee, 2008; Dai & Zhang, 2014; Phelps et al., 2012; Russell, 2004; Seufert et al., 1999). Laurence learnt about teaching innovations through practice sharing amongst known, off-site colleagues in an informal, teacher-constructed group (Homan, 2014). Beth, connecting informally, through Facebook, with ex-colleagues with common teaching focus for specific resource sharing, extends knowledge about this practice in other online spaces (Tour, 2017). Caroline exemplifies learning from idea sharing through easy, ongoing, interactions, in two informal collegial networks on Facebook (Sumuer et al., 2014). Her description of the continuing virtual staff room gives detail to existing knowledge about teachers experiencing social support from informal, collegial connections on Facebook (Rashid, 2018).

Personalised Participation

Participant varied, individually-relevant use of Facebook, and its various features, supports and adds detail to existing knowledge about teachers using this platform in personalised ways for professional learning (Kent, 2018; Ranieri et al., 2012; Rensfeldt et al., 2018). They show individual differences in frequency, duration and purpose of interactions, time-of-day and place of access, spaces used, and perceptions of the value of Facebook use to their professional learning. Beth's and Meg's serendipitous, irregular interactions with Facebook for quick content identification, differed from Laurence's and Caroline's routine, morning news feed checks for new content, and Jane's and Dave's longer, considered, evening perusals of content on newsfeeds and pages. Participant perceptions of learning possibilities using this platform varied, from embedding it in daily action, to excluding it altogether. Beth, perceiving Facebook as a learning-initiating site, acting as a portal to other

preferred online learning sites, is different from Jane's exposition of constantly integrating Facebook use into informal professional learning activities, enabling emerging, practice-informing, personalised learning. In contrast, Olivia and Kenneth see no value to using Facebook for professional learning and elected to exclude it from their learning activity repertoire.

Participant individual beliefs and feelings about Facebook influenced its place in their professional learning, supporting existing understandings that teacher dispositions, commitment and emotions, within particular contexts, influence professional learning possibilities (Avalos, 2011; Day & Gu, 2007; Opfer & Pedder, 2011; Van Veen & Lasky, 2005). This knowledge accords with theoretical concepts of interrelating individual multiple, personal and professional characteristics influencing teacher professional learning engagement and experiences (Beijaard et al., 2004; Buchanan, 2015; Hsieh, 2014; Mockler, 2013; Noonan, 2019). Jane and Meg show comfort, satisfaction and inclinations to continuing with this form of casual, personalised learning interaction, describing enjoying feelings of emancipation from regulation and accountability measures in formalised professional learning activity. Caroline and Dave, linking their familiarity and comfort with social media with acceptance and use of Facebook in ongoing professional learning, support knowledge that teacher existing relationships with online platforms influence possible professional learning experiences (Goodyear et al., 2014; Prestridge, 2019). Laurence's inclinations to converse on Facebook with known colleagues only, and Kenneth's disposition to join Facebook groups only if recommended by a trusted colleague, support existing understanding about teacher inclinations to interact more readily with known colleagues for learning on this platform (Homan, 2014).

Self-directing Meaningful Learning

Regularly interacting with Facebook enabled participants to self-direct personally-meaningful professional learning (Greenhow & Lewin, 2016; Yildrim, 2019), identifying and accessing information and resources pertinent to individually-specific, teaching and teacher needs (Ranieri et al., 2012; Rensfeldt et al., 2018; Sumuer et al., 2014). Numerous, varied, often spontaneous and fleeting, interactions with this platform, in self-driven and self-directed professional learning action demonstrate theoretical concepts of multiple, non-hierarchical, non-linear, contextually-situated knowledge construction (Bissola et al., 2017; Clarke & Parsons, 2013; Cormier, 2008; Deleuze & Guattari, 1985, 1987). Responding selectively to arising learning opportunities during self-initiated Facebook interactions, in timely and personally-appropriate ways, demonstrates ideas of distributed authority in

dynamic knowledge transfer (Holtham & Courtney, 1998; Inkpen & Tsang, 2005), and support existing understandings of the self-directed nature of informal learning in online spaces (Greenhow & Lewin, 2016; Prestridge, 2019; Rensfeldt et al., 2018). Meg's verbalised preference for initiating engagement with selected resources at times of her choosing, shows appreciation of self-directed, timely professional learning available through Facebook use.

My study contributes important, new knowledge about teachers maximising personally-relevant professional learning opportunities on this platform, through developing, and drawing from, individual, purposefully-curated news feeds to offer continually-updating content – attuned to individual interests. Beth's expressed appreciation of Facebook offering opportunities to manipulate personally-appropriate content accumulating on news feeds, exemplifies participant awareness of using the platform's features for this purpose. Laurence enjoyed selectively drawing from eclectic collections of individually-relevant content gathered daily on his news feed for personalised professional learning informing ongoing practice. Participants described developing personalised banks, or arrays, of resources through selecting, allocating and storing potentially relevant information, according to immediate and future learning needs. Jane's use of the sushi train analogy, enabling teachers to engage with learning using news feed content when and how they chose, draws together the concepts of teachers self-directing timely professional learning, and innovative generation of individually-relevant news feeds for personally-meaningful professional learning.

Participants critically reflecting on learning from interacting with content, and observed collegial conversations on Facebook, support existing understandings, and contribute new knowledge, about teacher reflections enhancing informal, personalised, professional learning using this platform (Petti & Triacca, 2013; Rashid, 2018). Their ongoing, critical reflections embody concepts of teacher continual, reflective interrogation and reconstruction of sense of self, and existing beliefs and practices (Cardelle-Elawar et al., 2007; Ottesen, 2007; Rogers & Scott, 2008). It has long been known that reflections on- and about-practice contribute to effective professional learning (Argyris & Schön, 1974; Day, 1999; Hargreaves, 2003; Webster-Wright, 2009). More recently, research suggests including teacher reflections with, and on, Facebook interactions can enhance individual professional learning (Kelly & Antonio, 2016; Robson, 2018). These teachers contribute detail about integrating reflections with Facebook use for enhanced learning. Kenneth, acknowledging learning could occur through using Facebook if coupled with individual reflections, and Jane, noting both individual and collegial reflections enhanced professional learning using this platform, show participants using and recognising, reflective Facebook use in professional

learning. Dave's description of combining reading texts on Facebook with collegial conversations, for continuing contemplations on issues, shows ongoing, personalised learning, through integrating Facebook use with individual and shared reflections.

Arising knowledge about participant interactions with text on Facebook supports existing knowledge about teachers increasingly drawing upon personal interests and experiences for personally-meaningful professional learning (Cameron et al., 2013; Ling & Mackenzie, 2015), and illustrate concepts of teacher overlapping personal and professional lives and work (Beijaard et al., 2004; Day et al., 2006). Participants support existing knowledge that active, online participation with texts influences teacher appreciation of English subject content and interrogation of existing pedagogical practices (Hicks & Turner, 2013; Rodesiler & Pace, 2015), and contribute new adding knowledge about this occurring through Facebook use. Composed predominantly of print and image text, Facebook spaces provide fertile ground for these English teachers – engaged in the practice of teaching about texts – to identify and access a range of materials potentially informing for their personalised, immediate and future, professional learning needs.

Participants show increasingly interrelated personal and professional lives (Day et al., 2006; Day & Gu, 2007; Woodard, 2015), and Facebook use (Sumuer et al., 2014; Trust & Horrocks, 2017) enabled identification of practice-informing resources, from personally-interesting text engagement. They presented various scenarios illustrating casual interaction with personally-interesting texts developing into professional learning for application to immediate practice. Jane's description of viewing a video about Marion Jones through her personal interest in athletics, connecting and adapting that to her teaching of Macbeth, and Dave's recount of reading print texts in his personal interest area of etymology and adapting that to vocabulary teaching, are typical examples of this practice. Participants not only show disinclination to distinguish between personal and professional text and literature interactions associated with Facebook use, but appear to embrace the overlap and the opportunity to draw from personal interests to inform their learning (Ling & Mackenzie, 2015; Woodard, 2015). Discussion between Caroline and Laurence about enjoying interacting with both personally-interesting and professionally-informing texts and literature events, provides an alternative view to issues of tension around overlapping personal and professional teacher lives discussed in the literature (Ellaway et al., 2015; Rensfeldt et al., 2018).

New knowledge is revealed about indistinct personal and professional boundaries on Facebook influencing generative, local, collegial conversations for personally-meaningful teacher learning. Although it has been suggested that lack of distinction between personal

friends and professional contacts on Facebook could constitute a point of tension (Ellaway et al., 2015; Rego, 2009), participants present a different perspective, suggesting it contributes to opportunities for local collegial conversations for enhanced informal, professional learning. Jane and Meg moved from initial reluctance to add known colleagues to personal Facebook accounts, to embracing the practice, realising connecting with local colleagues in this way could generate, authentic, locally-relevant collegial learning. Caroline notes having colleagues as friends on Facebook enables collegial conversations progressing, seemingly naturally, from Facebook to local, face-to-face interactions for extended and deeper learning. Meg's perception of local collegial discussions emanating from Facebook as vital to constituting this platform's use as worthwhile professional learning, characterises the value participants attribute to continuing collegial conversations for powerful professional learning, and exemplifies dialogic understandings of knowledge construction through exchanges of dialogue between speakers and receivers in social contexts (Bakhtin, 1981, 1986; Holquist, 1990; Nesari, 2015). Meg's claim that it is through the generated collegial conversations that Facebook use assumes valued professional learning status, contributes valuable, new knowledge about interconnectedness of Facebook use, collegial conversations and authentic personalised professional learning informing local practice.

Informing Contemporary Practice

Participant specific examples of applying professional learning from Facebook use to classroom practice support existing understandings of teacher learning on this platform influencing immediate practice (Goodyear et al., 2014; Kent, 2018; van Bommel et al., 2020). They display Secondary teacher, subject-related identity influencing daily practice (Day et al., 2006; Lasky, 2005; Ni & Guzdial, 2012) through descriptions of purposefully interacting with other English teachers using subject-relevant Facebook groups and pages to access resources and conversations for informing contemporary practice. These teachers add to existing knowledge about English teacher perceptions of changed pedagogical practice arising from professional learning through personal online interaction with texts (Hicks & Turner, 2013; Rodesiler & Pace, 2015), showing this occurring through using Facebook. They gave examples of changed or influenced teaching across numerous areas of English subject curriculum, including: teaching creative writing and persuasive writing, vocabulary instruction, teaching reading comprehension, language analysis instruction, ongoing text study and literature teaching, oral presentations, teaching poetry, and multi-modal text study and critical engagement with social media.

Important, new knowledge is revealed about Interlinked personal and professional Facebook use enabling participants to connect contemporary topics and issues with existing curriculum to generate new, engaging approaches to teaching English. Laurence illustrated daily Facebook news feeds simultaneously revealing a wide variety of texts, and various contemporary topics, issues and commentary, providing resources for teaching of writing. Jane and Meg showed personal Facebook use revealing contemporary issues for use in teaching persuasive writing. Beth and Dave adapted multi-modal texts encountered in personal Facebook use to extend teaching approaches. Caroline linked a personally-interesting video about North Korean perceptions of authority and personal freedom, with teaching about themes in Animal Farm. These instances show unique ways English teachers draw from content, encountered through regular Facebook use in daily teacher lives, to enhance teaching practice.

Findings support reports that using Facebook can contribute to teacher growth and developing understandings of daily work (Rashid, 2018; Robson, 2018) and growing understandings of multiple, changing teacher self and roles (Gee, 2001; Kelchtermans & Vandenberghe, 1994; Rodgers & Scott, 2008). Participants evidence accessing up-to-date information and trends in education through Facebook use (Ekoç, 2020; Sumuer et al., 2014), adding detail about drawing on contemporary texts to develop understandings of teacher work and enactment of teacher role. Dave used memes accessed on Facebook in ongoing teacher daily work of building positive relationships with students. Reading and reflecting on articles accessed on Facebook, contributed to Beth's developing understanding of her teacher role, and modified, daily, supportive interactions with vulnerable students. Jane evidenced growing understanding of herself as a teacher and possible place in a global space, through interacting with a broad range of colleagues and educational ideas on Facebook. Beth and Jane demonstrated deep learning and teacher growth through questioning basic assumptions about their teacher work and roles (Robson, 2018; Trust et al., 2016).

Deep, Extended Learning Experiences

I identify new knowledge about teacher deep and extended professional learning experiences made possible through incorporating Facebook use into daily lives, and features of that learning. Participants use Facebook for broadening collegial interactions beyond local environments, supporting existing understandings of extended learning opportunities through using this platform (Liljekvist et al., 2017). Crossing organisational and geographic boundaries increases knowledge transfer opportunities (Argote et al., 2000; Dai & Zhang, 2014; Holtham & Courtney, 1998; Hutchings & Michailova, 2004; Inkpen & Tsang, 2005)

and potential access to multiple, varied knowledge sources enhancing capacity to problem-solve and find innovative solutions for continued improvement (Bergman et al., 2004; Carlile & Rebentisch, 2003; Dai & Zhang, 2014; Reagans & McEvily, 2003). Participants encountered rich learning opportunities using Facebook, through accessing extended colleagues in teacher groups (Rensfeldt et al., 2018), and through informal networking with off-site colleagues for resource, idea, and practice-sharing (Homan, 2014: Palmquist & Barnes, 2015). Beth experienced enriched learning about teaching approaches from reading information about pedagogies, and considering ideas, accessed from international contributors on Facebook. Meg showed Facebook-enabled deeper learning and changed approaches to teaching about thinking routines, from self-interrogating teaching practice, stimulated by international, teacher practice-sharing. Jane used Facebook for filling a particular niche in her professional learning, moving beyond resource sharing, into deeper learning through contemplating a broad range of shared ideas for self-directed refinement of teaching approaches.

Participants show learning using Facebook complementing other forms of professional learning (Cunha Junior et al., 2016; Goodyear et al., 2014; Rutherford, 2010). Text- or collegial-interactions on Facebook, frequently constituted the beginning point for participant ongoing, deeper professional learning. Laurence verbalised common, participant, continuing, individual learning experiences through self-driven research flowing from initial learning using Facebook. Integrating Facebook interactions with local, collegial interactions for deeper learning, influencing changed practice extends existing knowledge about teachers combining face-to-face interactions with other online spaces in this way (Trust & Horrocks, 2017). Beth's report of tagging local colleagues in interesting information on her news feed, leading to generative, real-life, collegial conversations provides detail to suggestions that individual teacher learning on Facebook can enhance continuing collegial learning at the school site (Liljekvist et al., 2017). Meg's contention that conducting local collegial conversations about teaching resources accessed on Facebook enables deeper, practice-informing learning, and Jane's statement about finding this social media particularly effective in generating productive collegial discussions, show participant perceptions of this platform providing unique, daily-work-embedded, professional learning, enhanced through ongoing dialogic interactions (Nesari, 2015; Postholm, 2005; Warwick et al., 2016).

Existing understandings about the features and process of teacher deep, extended professional learning experiences using online spaces are supported (Beach, 2017; Krutka et al., 2016; Trust, 2016; Trust et al., 2016), with new knowledge revealed about learning

experiences from incorporating Facebook use into daily lives. Participants purposefully accessing selected Facebook pages or groups, and interacting with known colleagues in this space in personally-configured networks for specific learning, support and extend existing knowledge about teacher learning from focussed and intentional use of online spaces (Beach, 2017; Krutka et al., 2016; Trust et al., 2016). Participants evidence engagement in knowledge transfer through interacting in supportive, collaborative spaces to access shared knowledge for generative learning and further knowledge construction (Armstrong et al., 2006; Conklin & Stolee, 2008; Zarinpoush et al., 2007). I contribute new knowledge about such teacher actions using Facebook.

These teachers demonstrate individual characteristics influencing inclinations to participate in available learning opportunities (Day, 1999; Hung et al., 2010; Nias et al., 1992), and the learning experienced using online spaces (Goodyear et al., 2014; Prestridge, 2019; Trust, 2016). This knowledge accords with understandings that possibilities for knowledge transfer are influenced by individual receptiveness to learning opportunities, and motivation and capacities to engage with new ideas and information (Gilbert & Cordey-Hayes, 1996; Graham et al., 2006; Liyanage et al., 2009; Owen-Smith & Powell, 2004; Parent et al., 2007). Participants verbalised existing, implied understandings of the importance of teacher alertness, and readiness to engage with learning opportunities when entering online spaces (Beach, 2017; Trust, 2016), for identifying specific, or more general teaching or teacher knowledge (Trust et al., 2016). My study contributes new knowledge about teacher learning readiness influencing learning during incidental Facebook use, showing participant constant alertness to learning opportunities, and inclinations to grasp transient learning moments, enhanced conditions for professional learning on this platform.

Participant learning experiences ordinarily began incidentally, arising from casual use, devoid of any particular learning intention. Mostly spontaneous, but occasionally planned, scrolling, browsing or just looking at news feeds, constituted the initiation point for professional learning: creating potential for engagement with arising learning opportunities. Ongoing, purposeful use of following, liking, sharing and tagging features to attract preferred content to individual homepages, adds detail about already-known, teacher deliberate efforts to maximise learning opportunities using this platform (Rashid, 2018; Rego, 2011; Robson, 2016). Selectively using these features, indirectly contributed to identifying and engaging with learning opportunities, through signalling receptiveness to particular posts, and increasing chances of personally-relevant learning opportunities appearing in Facebook spaces. Participants re-activated learning experiences by opening already-identified, stored,

potentially-informing content to commence learning engagement, or through retrieving previously encountered content from personal memories.

Once participants activated learning possibilities by entering the Facebook space, learning readiness enabled identification of relevant opportunities (Day, 1999; Hung, 2010; Nias et al., 1992). Professional learning proceeded as participants discovered and consciously noted potential, practice-informing content, by chance or through intentional searching (Krutka et al., 2016; Petti & Triacca, 2013; Trust, 2016). Participants enacted ideas of absorptive capacity enabling identification and selection of relevant new knowledge for transfer (Graham et al., 2006; Liyanage et al., 2009; Parent et al., 2007), through quickly assessing authenticity of noticed content or conversations, and seeking immediate connections to determine relevance to their professional learning needs (Beach, 2017; Trust, 2016). Prompt decisions about allocating assessed content to immediate, or future practice contributes new, detailed insight into teacher action in this phase of learning.

Participants continued their learning experiences, capturing and taking charge of identified, learning opportunities, interacting with, or collecting them for immediate or future engagement (Beach, 2017; Krutka et al., 2016; Trust, 2016). They explicitly connected identified opportunities, self-determined professional learning needs (Trust, 2016) and existing knowledge and resources, to decide manner and timing of continuing learning engagement. Opening and skimming, reading or viewing resources, or organising and saving content according to individual preference, need and context (Beach, 2017) continued the learning process. When considered relevant to immediate practice, participants promptly engaged with content. If deemed relevant to possible future practice, they frequently stored resources for later retrieval (Carlile & Rebentisch, 2003; Röling, 1992), through copying, filing, or committing them to memory. Meg's succinct description of teachers constantly assessing content relevance throughout interactions, determining allocation to some form of storage, discarding it, or continuing the engagement exemplifies ideas of knowledge acquisition through practitioner examination and determination of its value to their learning (Gilbert & Cordey-Hayes, 1996; Graham et al., 2006; Liyanage et al., 2009).

Engaging with information, individually or collectively, in various ways (Krutka et al., 2016), participants transformed captured knowledge to generate new, locally-appropriate approaches to teaching (Beach, 2017; Trust, 2016) and teacher practice (Trust et al., 2016). Modifying, connecting and synthesising varied content captured on Facebook, for integration with existing knowledge and resources, to reconstruct immediate or future teaching or teacher practice, illustrate theoretical concepts of interpreting, reorganising and adapting accessed

knowledge for contextually-relevant new knowledge construction (Alavi & Leidner, 2001; Conklin & Stolee, 2008; Hutchinson & Huberman, 1994; Zahra & George, 2002; Zarinpoush et al., 2007). Meg's description of explicitly linking resources with classroom practice, or to planning or reshaping curriculum, shows varied options used by participants in knowledge transformation. Beth exemplified individual reflective learning: continually connecting with existing practice while reading information and considering ways of reconstructing practice using newly acquired knowledge.

Participants displayed fluid, dynamic knowledge transfer (Gilbert & Cordy-Hayes, 1996; Parent et al., 2007), through frequently engaging in social interactions with familiar on- and off-site colleagues (Norman & Huerta, 2006; Phelps et al., 2012; Reagans et al., 2003; Seufert et al., 1999), using Facebook tagging, sharing or messaging features, for collective learning for reconstructing practice (Krutka et al., 2016). On-site, collegial learning usually continued through shared reflections in structured spaces such as team meetings, or informally at mutually convenient times. Off-site collegial learning continued on Facebook in teacher groups or in personally constructed informal networks. Laurence and Caroline's descriptions of collegial interactions around The Greengage Tree, show teachers combining ongoing, on- and off-site collegial interactions for transforming resources for local, practice application.

Professional learning continued as participants applied new knowledge in the form of reshaped and reconstructed practice, implementing and reflecting on newly constructed teaching (Trust, 2016) and teacher practice (Trust et al., 2016). Using new approaches in immediate classroom teaching, plans for future teaching or curriculum changes, and in daily-teacher-work interactions instantiates theoretical understandings of the importance of applying practitioner-constructed, new knowledge to reform existing practice (Carlile & Rebentisch, 2003; Cohen & Levinthal, 1990; Parent et al., 2007; Szulanski, 2000; Zarinpoush et al., 2007). Reflecting during implementation of changed practice (Krutka et al., 2016) and continued collegial reflections while changing teaching practice, demonstrated ongoing professional learning. Participants supported and added detail to existing understandings about teachers using new knowledge accessed in online spaces to interrogate existing understandings of their teacher selves and roles in contemporary teaching (Robson, 2018; Trust et al., 2016). Jane's discussion of changing understanding of her position in the global education world, and Beth's report of developing education ideology through reading and reflection, contribute detail about teachers applying learning from Facebook use to develop and reconceptualise teacher selves.

Continuing reflections, interrogating changed practice and experiences of professional learning from using online spaces, to inform decisions about continuing practice and identification of further learning needs (Beach, 2017; Krutka et al., 2016; Trust, 2016), embody concepts of continuing monitoring and assessment of changed practice in determining sustainability (Gilbert & Cordey-Hayes, 1996; Graham et al., 2006; Liyanage et al., 2009; Parent et al., 2007). Participants contribute new knowledge about teacher ongoing reflective Facebook use, enabling a continuing, interconnected process of individual and collegial: professional learning; changing practice; reflection; Facebook interactions; and further learning and practice changes. Meg's description of developing a dynamic framework of thinking, influencing teaching approaches and professional learning experiences, through continuing Facebook interactions, coheres with existing understanding that using online spaces contributes to reshaping teacher thinking about their learning and teaching (Trust et al., 2016). Her description provides new insight into teachers interlinking ongoing Facebook use with continuing learning, for unique professional learning experiences. Jane's questioning of teaching focus, and motivations driving existing teaching and teacher approaches, and Beth's self-questioning of the learning opportunities she pursued on Facebook, show teachers engaging in reflexive learning, questioning underlying beliefs and ensuing practice, prompted by interacting with this social media platform.

In this section I have discussed participant varied and frequent Facebook use within their daily lives enabling informal, self-directed, personalised actions for personally-meaningful professional learning. Using this social media enabled deep and extended learning, informing practice and teacher development. Findings reveal new knowledge about features and processes of participant unique learning experiences, co-existing with continuing tensions around teachers using this social media for professional learning. In the next section, I discuss persisting tensions emerging from my study.

Persisting Tensions

Findings affirm a number of tensions persisting around Facebook use for professional learning. Tensions clearly contribute to Kenneth's and Olivia's decisions to disengage from Facebook use for professional learning. Although the other six participants report many advantages to professional learning from regular, self-initiated Facebook engagement, persisting tensions around this practice are evident for them. Concerns about limited visible teacher learning action in the Facebook space, suitability of the structure and processes of the Facebook spaces for teacher learning, and understandings of professional appropriateness of its use for professional learning persist as issues for these teachers.

Limited Visible Action

Teacher low-level contributions to practice and information sharing, and constructive collegial conversations in the Facebook space, persist as contentious issues (Cunha Junior et al., 2016; Kelly & Antonio, 2016; Kent, 2018; Palmquist & Barnes, 2015; Staudt et al., 2013). Teachers in my study predominantly engaged in a one-way process of knowledge transfer (Boggs, 1992; Röling, 1992), demonstrating existing understandings of teachers consuming, rather than actively contributing to collegial knowledge construction in social media spaces (Prestridge, 2016, 2019; Rensfeldt et al. 2018; Trust & Prestridge, 2021). Although recognising they experienced learning from consuming resources and observing professional conversations on this platform, Beth, Jane and Meg mentioned unfulfilled intentions of participating more actively in collegial interactions, suggesting this may continue as a point of tension for them. Olivia and Kenneth more explicitly identify concerns about absence of generative learning and knowledge construction on this platform. Olivia expressed regret about high consumption of resources she observed on Facebook, and lack of active, user, knowledge construction. Kenneth voiced dissatisfaction with lack of critical collegial conversations on Facebook (Cunha Junior et al., 2016; Lantz-Andersson et al., 2018) claiming little chance of transformative learning emerging from observed teacher conversations in this space.

Findings suggest teacher disinclination for visible, active engagement with learning on Facebook may be influenced by features of this space. Participants show awareness that personal and professional selves and conduct are not easy to distinguish when visiting the Facebook platform (Belch, 2012; Robson, 2016; Sumuer et al., 2014) and of professional vulnerability and accountability issues arising from this personal and professional interrelationship (Ellaway et al., 2015; Thunman & Persson, 2018). They purposefully use lurking to manage tensions around professionality, evidenced in advice offered to colleagues considering using Facebook for professional learning. Jane advised teachers to remain aware of constructing a 'digital footprint' through Facebook use, sharing her own preference for lurking as a way of protecting her own traceable Facebook activity. Meg advised colleagues to be vigilant about contributions to Facebook discussions, as posts remain visible to others, and may influence changeable professional profiles. These comments are consistent with existing knowledge about teacher concerns around perceptions of professionalism others may develop from their activity on Facebook (Belch, 2012; Carter et al., 2008).

Awareness of personal vulnerability and privacy issues when posting information to the publicly accessible Facebook space (Debatin et al., 2009; Sumuer et al., 2014) influence

participant decisions about active, visible engagement. Their comments support reported teacher concerns around personal vulnerability when visibly contributing to interactions on Facebook (Kelly & Antonio, 2016; Sumuer et al., 2014) and offer lurking as a way of managing perceived personal vulnerability. Jane's concerns about exposing herself to possibilities of personal attacks – described as being trolled – influenced her decision to refrain from contributing a counter opinion in discussions about a recent exam question in a teacher Facebook group. Beth mentioned trolling in her warning to colleagues considering using Facebook, of possible personal discomfort associated with such personal attacks. Laurence relating awareness around data misuse to his decision to limit and self-censor contributions, shows purposeful election to lurk as a way of managing concerns around privacy of personal information. Participant decisions about lurking may contribute to understanding about reported teacher limited contributions to ongoing, critical conversations on Facebook (Cunha Junior et al., 2016; Kelly & Antonio, 2016; Kent, 2018; Lantz-Andersson et al., 2017; Petti & Triacca, 2013; Rensfeldt et al., 2018).

Space Suitability

Structure and processes of online spaces such as Facebook are reported to influence possible teacher learning interactions (Lantz-Andersson et al., 2017; Patahuddin & Logan, 2015; Petti & Triacca, 2013; Rensfeldt et al., 2018; Robson, 2016). Findings show examples of media spaces creating their own environments that structure user interactions for meaning making and influence meaning that can be made and communicated (Lum, 2014; McLuhan, 1964; Postman, 2016; Stephens, 2014). Existing understandings that teacher professional learning can sit in tension with social media spaces' structures and processes inclinations towards presenting content consistent with the platforms' interests are supported (Rensfeldt et al., 2018; Robson, 2016). Knowledge emerging from my study informs questions about suitability of the Facebook space for teacher engagement in critical, generative professional learning action (Petti & Triacca, 2013; Rensfeldt et al., 2018; Robson, 2016).

Writing as the form of communication emerged as influencing teacher inclinations towards active engagement on Facebook. Jane's concern about time and effort required to write practice-sharing narratives, limiting her contributions to collegial sharing and potential collaborative knowledge construction in teacher Facebook groups, coheres with existing understandings that time and effort required in using this platform for professional learning can pose challenges (Rensfeldt et al., 2018). Kenneth's frustration with lack of tone and possibilities for misinterpretation associated with written posts in collegial conversations adds new knowledge informing this tension.

Reports that the Facebook space offers opportunities for generative collegial conversations (Liljekvist et al., 2017; Patahuddin & Logan, 2015; Rashid, 2018; Rutherford, 2010) sit in tension with concerns about suitability of this space for ongoing, collegial conversations contributing to meaningful learning (Petti & Triacca, 2013; Rensfeldt et al., 2018). Participants contribute some understanding about tensions around teacher contributions to conversation on Facebook. Beth's dissatisfaction with simple icon responses echoes existing concerns about superficial interactions frustrating aspirations of deeper discussion for meaningful learning (Robson, 2016). Jane's reticence to offer a contrary view to the prevailing rhetoric about the recent state-wide English exam in an English teacher Facebook group, supports notions of teacher inclination to avoid posting comments contrary to the dominant rhetoric in online spaces (Lantz-Andersson et al., 2018; Robson, 2018). Laurence's voiced dislike of the linear presentation of user discussions, supports knowledge about difficulty teachers experience following continuing conversations on Facebook (Kelly & Antonio, 2016; Wang et al., 2012).

Organisation and presentation of information on Facebook emerges from my study as a point of tension (Petti & Triacca, 2013; Rensfeldt et al., 2018; Robson, 2016). Beth supports the assertion that the dynamic nature of content presentation can make it difficult to keep track of interesting information (Petti & Triacca, 2013) explaining she found the static presentation of material on other, preferred, online platforms more conducive to professional learning engagement. Olivia's frustration with time spent moving linearly through a range of information on her news feed yielding few, if any, opportunities for learning engagement supports knowledge that features of the Facebook space can influence teacher sense of agency, interactions and professional learning experiences (Robson, 2016). Jane constituting the lack of search capacity on Facebook as challenging for professional learning engagement in a space with voluminous and dynamic content presentation, supports notions of limited user control over content organisation influencing teacher sense of agency in professional learning. (Rensfeldt et al., 2018).

The range and quantity of information in one space emerged as contentious (Trust & Horrocks, 2017) with some teachers seeing it challenging to effective engagement with generative professional learning. Dave's and Caroline's comments about advertising appearing on homepages, highlight the potentially learning-disruptive presence of Facebook's commercial features (Rensfeldt et al., 2018; Robson, 2016). Olivia and Kenneth linking decisions to exclude Facebook from professional learning repertoires with perceptions of unmanageability of copious quantities of information on the site, support

knowledge that the platform's features influence teacher experiences and learning interactions (Robson, 2016). There were implications amongst participants using this platform for professional learning, that the eclectic collection of information on individuals' Facebook news feeds, emerging from Facebook's surveillant and predictive practices (Fuchs, 2014), could present challenges to learning engagement. Beth's description that news feeds could become quite crowded, and Laurence's reference to the seemingly discordant collection of varied material on his daily news feed, incline towards perceptions of potential overload. But participant descriptions of selectively and agentively drawing from collections of materials on news feeds provide a counter viewpoint. Meg exemplifies this perspective in expressing appreciation of the unique, self-directed, learning opportunities enabled by the range of personally-relevant material gathered on her Facebook homepage.

Personal and professional content occupying the same space on Facebook space is understood as potentially challenging to teacher learning engagement (Belch, 2012; Sumuer et al., 2014). Laurence's comment, about some tension possible from personal posts and professionally-informing articles positioned adjacently on news feeds, supports existing understandings of potential problems arising from this issue. But, other expressions of joy about blurred boundaries around texts and text interaction on Facebook present a counterview. Those using Facebook for professional learning considered diverse content amassing on newsfeeds provided a rich pool of resources potentially informing for learning. Beth voiced general participant perceptions and acceptance of fluidity between personal and professional spaces in teacher daily lives and actions, situating that as the norm for contemporary teachers.

Professional Appropriateness

Participants offer another perspective on existing tension around teacher learning engagement on Facebook outside work hours and locations blurring boundaries between personal and professional lives (Rensfeldt et al., 2018), presenting minimal concerns about this issue. They present frequent, short, Facebook access in convenient times across the day and week as part of their teacher work. Jane's matter-of-fact expression about absence of tight scheduling for contemporary teacher learning exemplifies participants' commonly displayed belief about, and acceptance of, flexible time and place engagement with Facebook in professional learning. These teachers' common expressions of the unbounded nature of their professional learning action coheres with their demonstrated understandings that Facebook use for learning is similarly unbounded by time, place and content.

Emergent knowledge about non-delineation of the personal and the professional in the Facebook space resonates with understandings of increasingly blurred boundaries around teacher professional lives, work, roles and selves, and the many features influencing individual, ongoing reconstruction of professional identity (Coldron & Smith, 1999; Day et al., 2005; Day et al., 2006; Tran & Nguyen, 2015). Indiscernible personal and professional boundaries contribute to persisting tension around interrelated personal and professional vulnerability (Lasky, 2005) for teachers using this platform. Participant awareness of personal privacy and vulnerability issues associated with Facebook use (Debatin et al., 2009), engendered varied responses. Kenneth's and Olivia's concern and mistrust of Facebook's capacity to secure personal data and privacy, contributed to decisions to exclude this platform from their professional learning activities. Beth's concerns about personal data mismanagement, and Caroline's noted instances of information modification and misinterpretation in reposting activities (Hutchens & Hayes, 2014), evidence persisting tensions for participants. Those using Facebook for professional learning, took care with the type and amount of personal information they contributed, supporting existing knowledge about teachers selectively sharing personal information to this platform (Sumuer et al., 2014). Participant continual awareness of personal vulnerability is evident in Jane's advice to potential users about public accessibility of Facebook contributions, and Beth's warning of possible challenges to teacher personal comfort from trolling. To address vulnerability issues, Meg suggested potential users consider possible personal and professional consequences of their Facebook interactions.

Although participants used purposeful lurking to manage tensions around personal and professional vulnerability, concerns continue around personal Facebook use influencing teachers professional vulnerability (Belch, 2012), and issues of personal posts having professional consequences (Carter et al., 2008). Laurence voices participant awareness of this issue, warning potential users to remain aware that personal political or other biases expressed through Facebook posts may have professional consequences. Meg and Jane advised potential users to exercise caution when contributing to collegial conversations in Facebook groups and possible perceptions of known, or (currently) unknown colleagues. Their advice about constructing enduring professional profiles, influenced by contributing activity, shows awareness of challenges faced in maintaining professionally appropriate profiles in online spaces (Ellaway et al., 2015), and applicability of this issue in teacher Facebook use.

Issues around content status influence participant conceptualisations of professional appropriateness of using Facebook for professional learning. They show concern about content ownership and appropriation of constructed knowledge on this platform (Rensfeldt et al., 2018). Dave withdrawing participation in Facebook groups after disquieting experiences around content authorship, demonstrates concerns about authorial recognition and content ownership. Jane showed similar concern reporting observed news providers' appropriation of teacher comments in collegial conversations, and publication without permission. Beth and Caroline questioned validity and reliability of information and conversational posts, echoing existing teacher concerns about authenticity of content accessed on Facebook for professional learning (Beach, 2017).

Continuing concerns about Facebook use influencing teacher personal and professional lives contribute to tension about professionality of using this platform for their learning (Sumuer et al., 2014). Participants show concern about ongoing uncertainty of perceived status of professional work occurring in social media spaces (Fuchs, 2014) and support and extend existing understandings of tensions around professionality of teacher Facebook use (Carter et al., 2008). Their common perceptions of Facebook constituting primarily a personal and social space and Beth's comment that its origin influenced her understandings of its suitability for professional learning, cohere with existing tensions between the personal nature of Facebook and its appropriateness for professional learning (Hutchens & Hayes, 2014; Sumuer et al., 2014). Caroline's and Laurence's discussion about colleague and leadership perceptions of their use of Facebook in learning adds a further dimension to existing knowledge that teachers show concern about perceptions of parents and employers about the professionality of their Facebook posts (Carter et al., 2008). Participant continuing concerns about others' perceptions of the professionality of Facebook use resonate with concepts of local and organisational, social and cultural practices and expectations influencing teacher continuing identity (re)construction (Beauchamp & Thomas, 2009; Cardelle-Elawar et al., 2007; Olsen, 2008; Ottesen, 2007; Rodgers & Scott, 2008). Dave, Jane and Caroline reporting earlier hesitations in considering Facebook a suitable professional learning platform, and Laurence and Caroline observing colleagues' reluctance to use it professionally, indicate ongoing tensions around professionality and Facebook use in teacher learning.

Continuing tensions around constructions of professionally acceptable conduct in the social media space (Ellaway et al., 2015), are evidenced in my findings, with participants contributing knowledge about this issue in using Facebook for professional learning.

Establishing and maintaining professional conduct around information- and conversation-sharing, can be challenging in the Facebook space: designed to encourage personal interactions and sharing of personal information (Sumuer et al., 2014). Caroline's and Laurence's discussion about perceived professional inappropriateness of posts of some colleagues reveals tension around acceptable teacher contributions to Facebook conversations. Caroline's expressed resolve to abstain from such contributions shows self-censoring to maintain professional dialogue on Facebook. Their discussion adds another dimension to reported tension around appropriate professional dialogue in collegial mentoring using Facebook (Clarke, 2018).

My study adds knowledge about recognised tensions around teacher professional role and moral responsibility when using Facebook (Thunman & Persson, 2018). They give form to ideas about moral implications of continuing user interactions with media and influences of introducing new media use to existing environments (Gamaleri, 2019; McLuhan, 1964; Postman, 2000; Stephens, 2014). Participant continuing concerns associated with teacher role and ethical issues around using Facebook for professional learning, resonate with concepts of ongoing, individual reflections on the moral purpose of teaching (Bosso, 2017; Hargreaves, 1998; van Veen et al., 2005). Jane's dilemma about using Facebook when counselling students to reduce social media interactions, and her concerns about perceived, widespread, contemporary understandings of damaging consequences of using social media, indicate continuing, unresolved personal and professional tension around her own Facebook use and its place in her professional learning repertoire. Meg's declaration of continuing beliefs about harm caused by the advent of social media and its ubiquitous use, and her recognition of satisfactory experiences using Facebook for learning, reveal underlying, unresolved tensions about using the platform for professional learning. Tensions participants experience about their perceptions of the negative dimensions of using Facebook for professional learning, relate to notions of individual, continuing interrogation of existing sense of right and wrong, and possible, positive or negative consequences of their actions as teachers (Coldron & Smith, 1999; Lasky, 2005). Their understandings of malleable professional profile, and considerations of professionality of using Facebook, and acceptable professional conduct in this social media space, illustrate concepts of identity construction and reconstruction through continuing reflections on experiences, practice and teaching lives (Beijaard et al., 2004; Buchanan, 2015; Coldron & Smith, 1999; Day et al., 2006).

It is evident that several tensions persist for teachers using Facebook for professional learning. While limited teacher active, practice sharing and collective knowledge

construction linger as points of consternation for these teachers, they evidence professional learning from resource- and idea-consumption, and ensuing, continuing, locally-relevant learning. Suitability for professional learning of Facebook's design, and perceived purpose, continue to be contentious, with persisting questions around professional appropriateness of its use for teacher learning, and acceptable professional conduct on this platform.

In this chapter, I discussed my findings about teacher professional learning using Facebook within their busy daily lives and their perceptions of its influence on their learning and practice. Comparing my findings with existing knowledge about teachers using Facebook in professional learning, revealed new knowledge about teacher learning experiences and ways they work with this platform to enhance, deepen and extend personalised, self-directed, practice-relevant professional learning. I discussed participant responses to persisting tensions around learning activity using this platform, and perceived suitability and appropriateness of using it for professional learning. Relating revealed, new knowledge about the features of participants' learning to existing knowledge in this area, and drawing on theory relevant to my study, enabled me to construct a knowledge transfer model representing teacher learning experiences through everyday use of this platform. In the next chapter, I present my model and explain how I generated it.

Chapter 9

Generated Model: Teacher Knowledge Transfer Using Facebook

Important new knowledge, about the process and experiences of teachers using Facebook for professional learning, emerges from my study. This emergent knowledge forms the base of my generated model, presented in this chapter (Figure 15), representing teacher knowledge transfer using Facebook for professional learning. In constructing my model, I drew on existing knowledge discussed in my literature review (Chapters 2 and 3), about teacher professional learning action and experiences using various online spaces, including Facebook. I incorporated understandings of relevant theory (media ecology, rhizomatic learning, teacher identity, dialogism and knowledge transfer) in representing knowledge about teacher learning actions emerging from my study, and showing their knowledge transfer actions. I drew directly on selected models (presented in this chapter), in forming the components of my model. Blending representations of knowledge transfer in these models, with emergent knowledge from my study, enabled generation of my model. In this chapter, I present, describe and explain my model and its formulation.

Model Construction

Media ecology theory informs the base from which I developed my knowledge transfer model. Understandings about interactions of human users and media forms enabling meaning conveyance (McLuhan, 1964; Stephens, 2014), discussed in Chapter 3, provide the foundation for my model – displaying teacher knowledge transfer using Facebook. My model gives form to ideas that environments formed by media, provide structure influencing human interactions and sense making (Logan, 2016; Lum, 2014; McLuhan, 1964; Postman, 2016), showing that ongoing, dynamic and interrelated human and media actions enable continually changing possibilities of making and conveying meaning (Logan, 2007; Milberry, 2016; Postman, 2003; Scolari, 2012; Stephens, 2014). It displays changed educational interactions made possible through using new, communication media (Erixon, 2010). My model represents teacher knowledge transfer through integrating Facebook with existing environments, including other media forms, to generate new learning interactions (Gamaleri, 2019; Isalas & Bernal, 2016). I attempt to capture and explicate the complexities of human and media interactions in the socially and culturally situated practice of teachers using Facebook for professional learning (Islas & Bernal, 2014; Milberry, 2016).

Knowledge Transfer Models

Various models, developed from knowledge transfer theory and practice, represent the knowledge transfer processes occurring in different organisations. I considered the

structure and content of a number of such models when formulating my model, representing teacher knowledge transfer occurring in Facebook use for professional learning. In this section, I discuss four models I identified as relevant to representing knowledge emerging from my study:

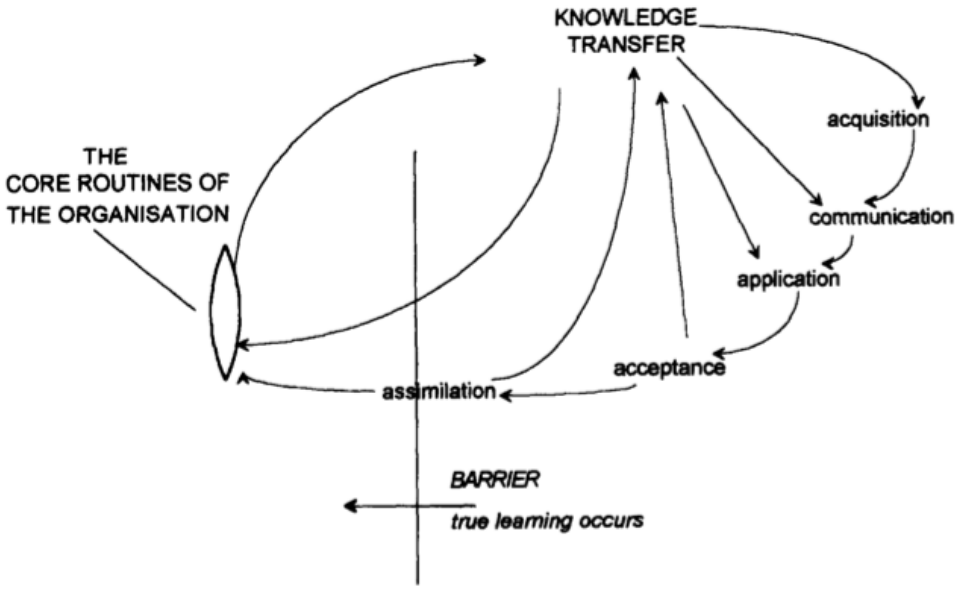
1. *The Conceptual framework for knowledge transfer – the five-stage model* (Gilbert & Cordey-Hayes, 1996);
2. *Knowledge transfer – A process model* (Liyanage et al., 2009);
3. *Knowledge-to-Action (KTA)* (Graham et al., 2006);
4. *Dynamic Transfer Capacity Model (DKTC)* (Parent et al., 2007).

Both the five-stage model (Gilbert & Cordey-Hayes, 1996) and the process model (Liyanage et al., 2009) present the processes of transferring knowledge from a source to recipients and recognise application of new knowledge at the receiving site. More specifically, the *KTA* (Graham et al., 2006) focusses on the application of new knowledge to practice and the *DKTC* (Parent et al., 2007) represents the capacities necessary for optimal absorption of newly accessed knowledge into practice or performance. I shall present, sequentially, each of these models, as pertinent to knowledge revealed by my study.

Conceptual framework for knowledge transfer – the five-stage model. This model (Figure 11) shows the process of transferring knowledge within an organisation occurring in the stages of acquisition, communication, application, acceptance and assimilation (Gilbert & Cordey-Hayes, 1996).

Figure 11

Conceptual Framework for Knowledge Transfer – The Five-stage Model



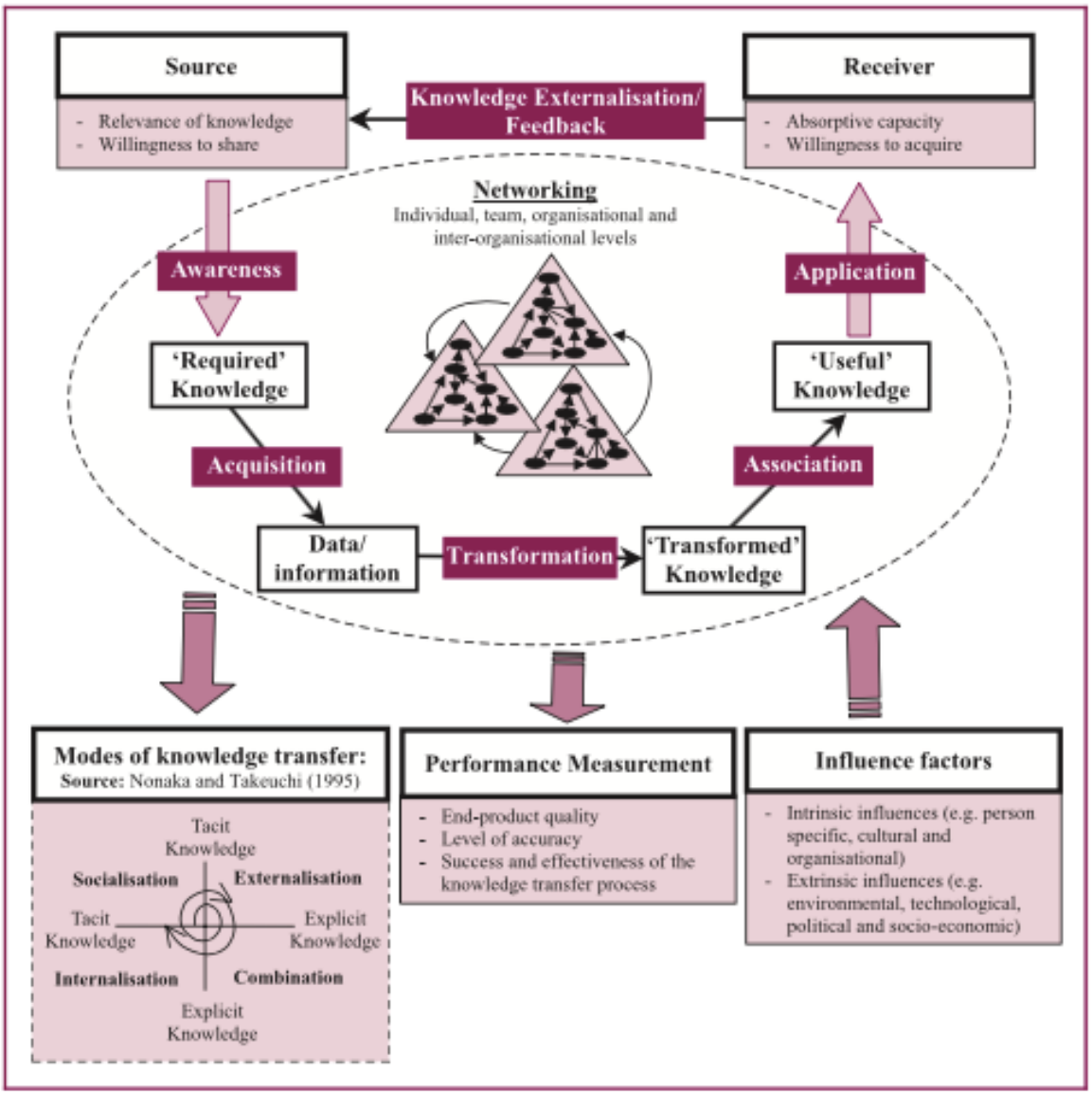
From “Understanding the process of knowledge transfer to achieve successful technological innovation”, by M. Gilbert and M. Cordey-Hayes, 1996, *Technovation, 16*(6), p.309.

It recognises knowledge transfer is a dynamic, ongoing process enabling learning, transpiring in environments that are receptive to learning and change, with capacities to acquire and apply new knowledge. Acquisition represents active seeking and gathering of new knowledge for building onto existing, developed knowledge. Organisational systems are used for appropriate communication of newly acquired knowledge, distributing it verbally or through writing, maintaining alertness to possible barriers. During strategic application of new knowledge, changed practice is continually monitored and modified to enable acceptance and adoption of new practices by practitioners. Assimilation of newly accessed knowledge is recognised when practice-change becomes an ongoing part of new routines within the organisation (Gilbert & Cordey-Hayes, 1996).

Knowledge Transfer – A Process Model. Considering the process of transferring knowledge as an act of communication (from the source to the receiver), and translation (with the receiver accepting and contextualising the information), underlies this model (Figure 12) which represents sharing of both formal and informal knowledge (Liyanage et al., 2009).

Figure 12

Knowledge Transfer – A Process Model



From "Knowledge communication and translation – a knowledge transfer model", by C. Liyanage, T. Ballal, T. Elhag and Q. Li 2009, *Journal of Knowledge Management, 13*(3), p.126. Copyright 2009 by Emerald Group Publishing Limited.

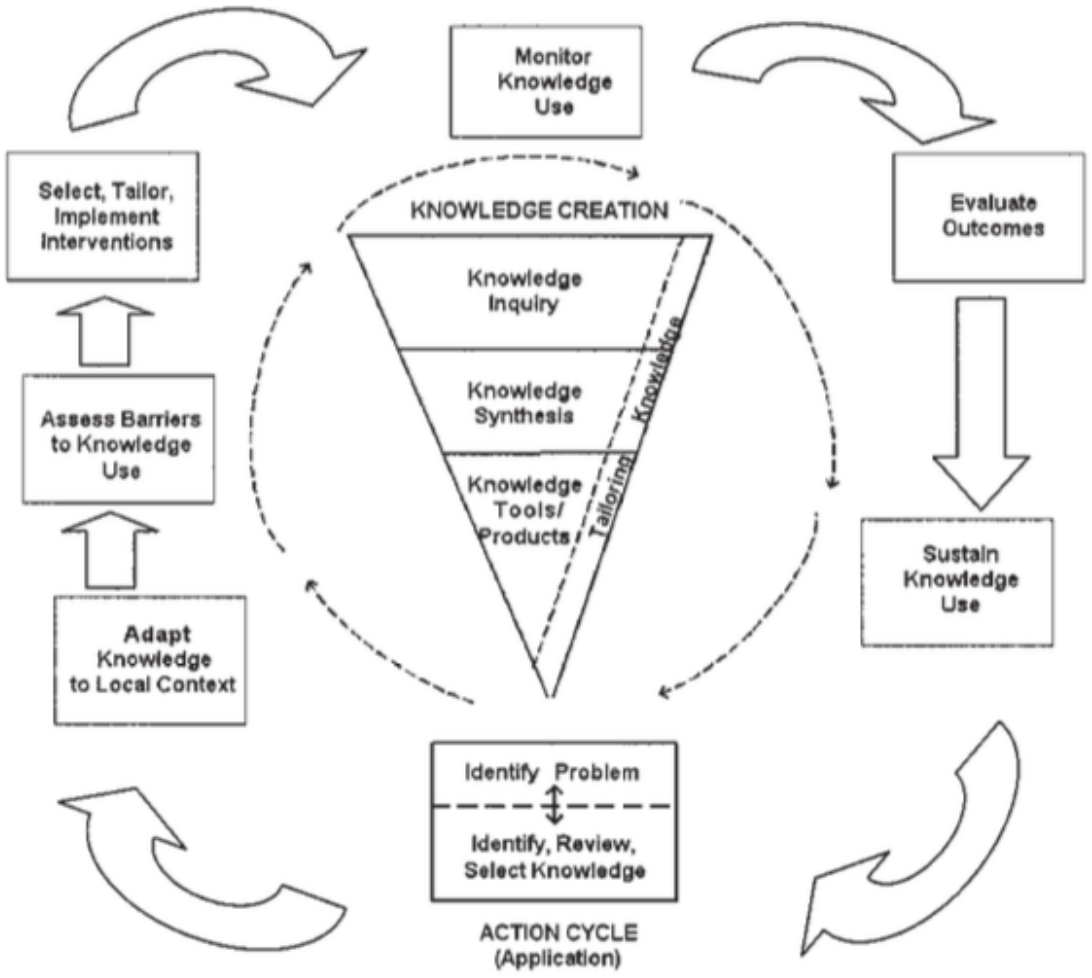
This model shows knowledge transfer as influenced by source, receiver and contextual characteristics, as well as the type of knowledge being moved. It consists of the steps: awareness, acquisition, transformation, association, application and performance measurement. It begins with awareness for identifying appropriate knowledge required to improve existing knowledge, skills and practices. Acquisition occurs through gathering and accumulation of relevant new knowledge from a source and communicating it to recipients.

New knowledge is transformed through modification and reorganisation, making it useful to the receiving site. This requires association, where new knowledge is linked to recipient needs. Applying transformed knowledge changes or modifies existing practice. The knowledge transfer process is completed through measurement of the outcome of the changed practice to evaluate the impact of transferred knowledge and the transfer process (Liyanage et al., 2009).

Knowledge-to-Action model (KTA). Developed in response to concern about lack of application of new knowledge to practice, the *KTA* (Figure 13) represents the knowledge transfer process as consisting of two main interacting components – knowledge creation and knowledge application (Graham et al., 2006).

Figure 13

Knowledge to Action Model



From "Lost in knowledge translation: Time for a map", by I. D. Graham, J. Logan, M. B. Harrison, S. E. Straus, J. Tetroe, W. Caswell and N. Robinson, 2006, *The Journal of Continuing Education in the Health Professions, 26*(1), p.19. Copyright 2006 by The

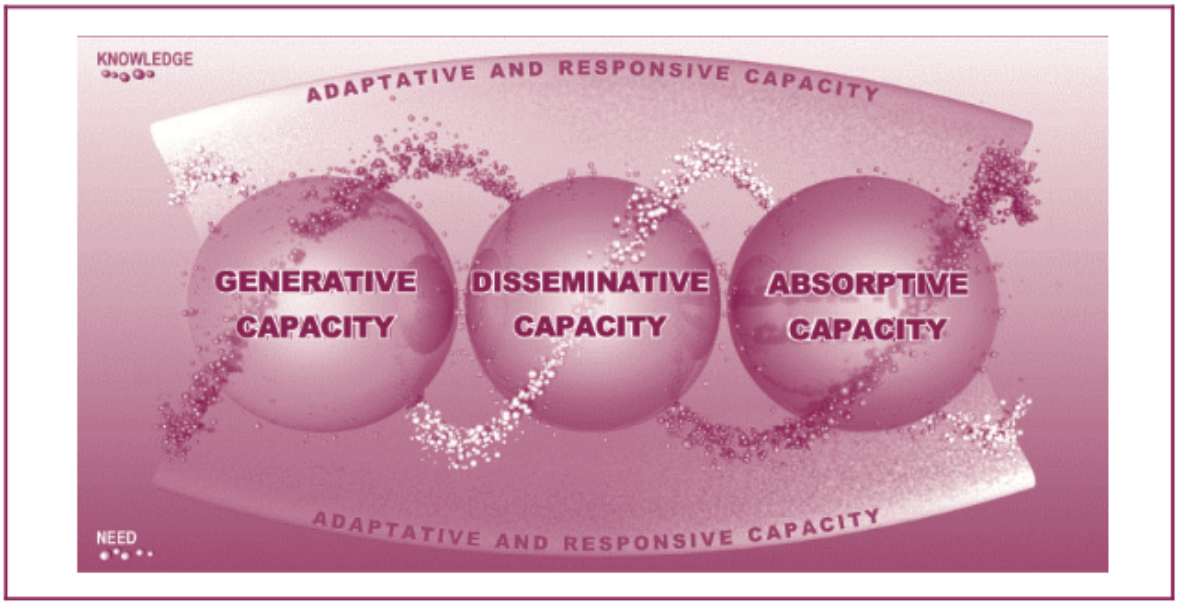
Alliance for Continuing Medical Education, the Society for Medical Education, the Society for Academic Continuing Medical Education, and the Council of CME, Association for Hospital Medical Education.

Collaboration of researchers, knowledge disseminators and practitioners enables interaction of these two components. In this model, knowledge is created through empirical research, with findings presented in forms accessible by potential knowledge users. Stakeholder collaboration maximises production and distribution of useful knowledge to receiving sites. The action component of this model consists of seven, dynamic, mutually-influencing phases enacted at the receiving site. Action within these phases consists of: actively searching for new knowledge to address an identified improvement focus, and identifying, reviewing and selecting relevant knowledge through assessing its value to practice and context; adapting and modifying available knowledge for use in the local context; assessing and addressing barriers and facilitators for changing practice; strategically implementing new knowledge; monitoring knowledge use; evaluating the impact of changed practice; and sustaining knowledge use through continual monitoring of effectiveness (Graham et al., 2006).

Dynamic Transfer Capacity Model (DKTC). In recognition of social nature of knowledge creation and management, the *DKTC* (Figure 14) focusses on the features of social systems influencing effective knowledge transfer (Parent et al., 2007).

Figure 14

The Dynamic Knowledge Transfer Capacity Model (DKTC)



From "A systems-based dynamic knowledge transfer capacity model", 2007, by R. Parent, M. Roy and D. St-Jacques, *Journal of Knowledge Management, 11*(6), p.86. Copyright 2007 by Emerald Group Publishing Limited.

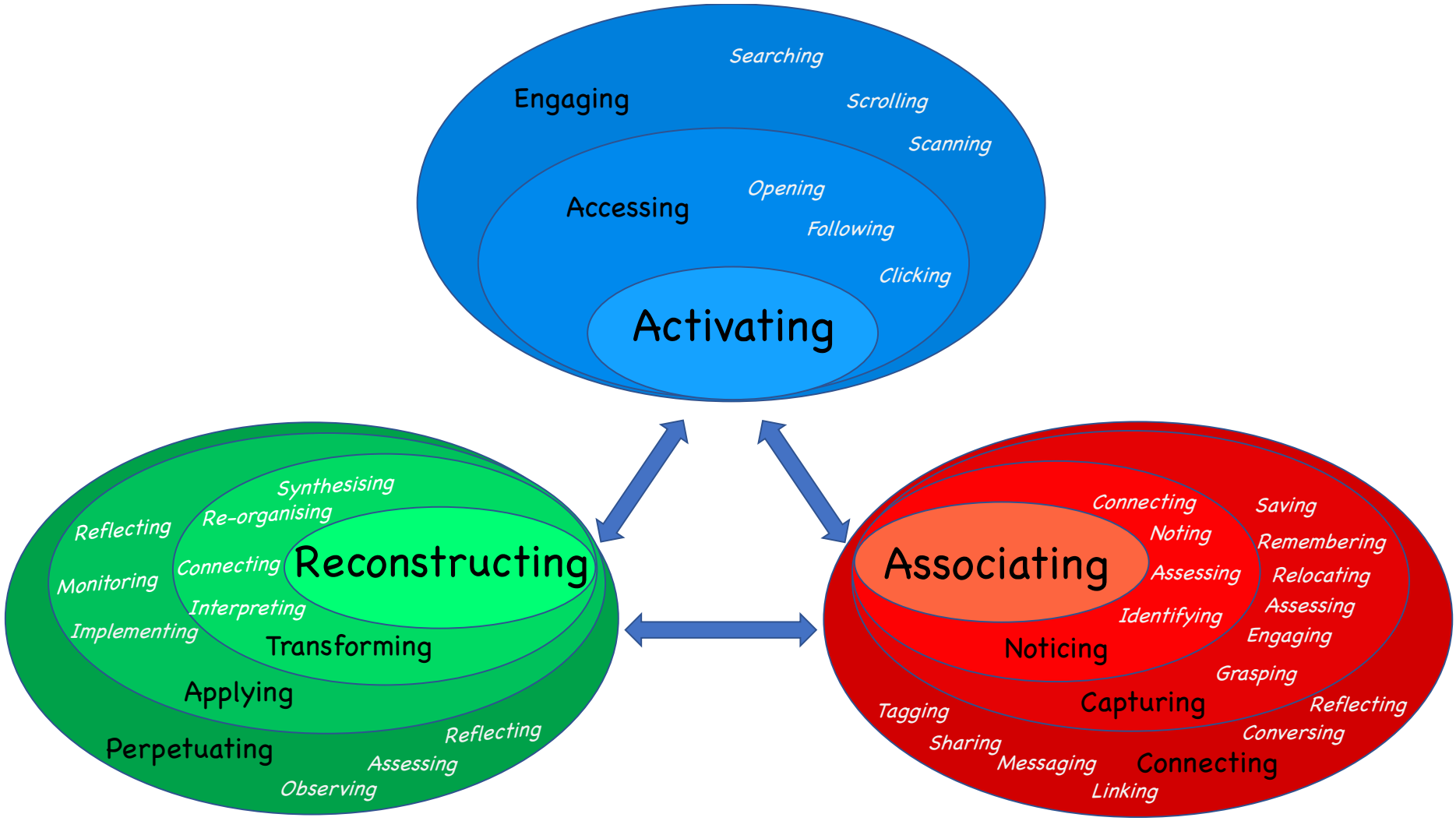
This model accommodates the complexities, fluidity and contextualisation of social systems, composed of individuals or groups coming together around shared interests or needs. In this model, social systems – existing as various forms of societies, organisations or networks – seek to transfer knowledge for problem-solving. Features of systems required for effective knowledge transfer are presented as four capacities: generative; disseminative; absorptive; and adaptive and responsive. Generative capacity denotes the abilities and opportunities of a social system to produce new knowledge, through research and development, with potential value to knowledge users. Disseminative capacity enables contextualisation and distribution of new knowledge to appropriate knowledge users, through developing relationships in networks and clusters. Absorptive capacity represents the ability of knowledge users to recognise relevance of new knowledge and to accept and apply it to reshape existing practice. Adaptive and responsive capacity enables ongoing monitoring, development and renewal of knowledge transfer practices within the social system for continuing practice improvement (Parent et al., 2007). In the following section, I show use of these models in generating my model representing knowledge transfer in English teacher learning using Facebook.

Generated Model

My model consists of three, interrelated phases: activating; associating; and reconstructing (Figure 15). Each phase is composed of several parts (or sub-phases), representing teacher action in that phase, with a number of activities enacted in each sub-phase. Each teacher's participation is influenced by interacting, existing, personal and professional characteristics, available learning opportunities, and contextual features (Avalos, 2011; Day & Gu, 2007; Opfer & Pedder, 2011; Van Veen & Lasky, 2005). The phases in this model have indistinct boundaries, are non-hierarchical and do not necessarily occur linearly, nor unidirectionally. They blend and interconnect as teachers: activate learning; notice, capture, and connect new knowledge; transform and apply (re)constructed knowledge to teaching and teacher practice; and reflect upon changed practice, learning, and developing understandings of teacher selves and professional learning. Rhizomatic learning theory concepts of flexible, fluid, unbounded, multidirectional learning activity (Buchanan, 2007; Deleuze & Guattari, 1987; Mackness et al., 2016) inform this phase. Teacher participation in

Figure 15

Teacher Knowledge Transfer using Facebook

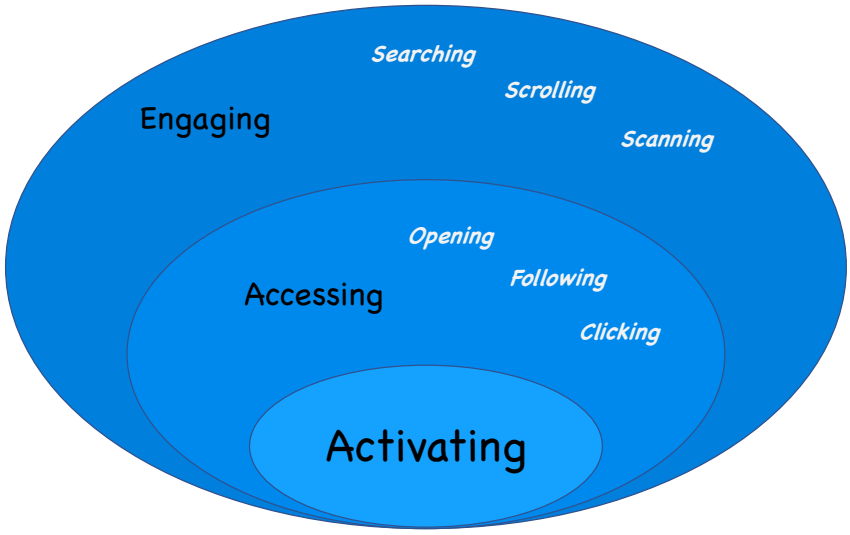


the three phases is dynamic, agentic and interactive, with individuals entering or exiting the knowledge transfer process at any point, according to circumstances and self-determined needs. Understandings of beginning, halting and resuming agentic learning interaction in response to circumstances and needs resonates with theoretical concepts of multiple, temporal, entry and exit points in exploratory learning participation (Cormier, 2008; Deleuze & Guattari, 1987; Dillon, 2016).

Activating Phase. The activating phase (Figure 16) represents teachers instigating interactions with Facebook, establishing possibilities for professional learning. It addresses existing, implied assumptions that teachers begin interactions with online educational or professional learning platforms expecting, or alert to, engagement with available learning opportunities (Beach, 2017; Krutka et al., 2016). Activating is composed of two sub-phases: accessing and engaging. In the accessing sub-phase, opening Facebook and entering the platform's space takes teachers into a potentially-rich, learning environment. Entering the space does not guarantee learning action, but it opens possibilities for learning engagement. Teacher inclinations to activate learning using Facebook are influenced by unique, individual characteristics, set within local and organisational contexts (Avalos, 2011; Day & Gu, 2007; van Veen & Lasky, 2005). Readiness for learning, arising from each teacher's personal and professional characteristics (Cameron et al., 2013; Opfer & Pedder, 2011; Ling & Mackenzie, 2015), and perceived learning needs, contribute to learning activation (Beach, 2017; Prestridge, 2019). Individual, cognitive capacity, creative skills (Gilbert & Cordey-Hayes, 1996; Parent et al., 2007), and recognition of the need for new knowledge influence participation in this phase (Graham et al., 2006). Local and organisational contextual features (Jacob et al., 2017; Knight, 2002; Ling & Mackenzie, 2015; Mockler, 2018; Penuel et al., 2012), including prevailing attitudes and expectations around professional learning activities (Butler & Schnellert, 2012; Hardy, 2010; Little, 2002; Parr, 2004), and receptiveness to new knowledge for changing practice influence teacher activation of knowledge transfer (Gilbert & Cordey-Hayes, 1996). Teacher identity theory concepts of the complex interplay of teacher individual characteristics, surrounding policy, practice and expectations, and professional learning participation inform this sub-phase (Buchanan, 2015; Day & Smethem, 2009; Lasky, 2005; Mockler, 2013; van Veen et al., 2005).

Figure 16

The Activating Phase



The accessing sub-phase represents teacher initial actions of casual, or planned, opening of Facebook and moving into any of its spaces. In this sub-phase, they engage in the activities of opening, following and clicking. They may open Facebook to have a look at homepages or for purposeful movement to a relevant Facebook group or page for specific, planned searching or general browsing. Casual Facebook use from within daily lives creates possibilities for natural and informal knowledge transfer arising from everyday work (Davenport & Prusak, 1998; Hotham & Courtney, 1998; Owen-Smith & Powell, 2004; Russell et al., 2004). Alertness to arising learning opportunities is important for progressing from casual interactions to identifying relevant new knowledge (Hung, 2016; Krutka et al., 2016; Prestridge, 2019; Trust, 2016). Following selected Facebook groups or pages, or chosen news providers, is included in this sub-phase as it contributes to possibilities of beginning learning activity, through increasing the likelihood of notification, relevant to professional learning, on homepages (Staudt et al., 2013; Yildrim, 2019). Previous Facebook interactions of liking, sharing, or tagging content (represented by 'clicking' in my model), are included as accessing actions, as they signal individual user interest in particular types of content (Petti & Triacca, 2013; Pilgrim & Bledsoe, 2011; Rego, 2009; Robson, 2016) increasing potential for relevant learning opportunities. Teachers may access learning opportunities by opening the Facebook save folder space to re-examine, re-assess or begin

engagement with earlier identified, potentially informing, stored content (Carlile & Rebentisch, 2003; Röling, 1992; Trust, 2016). In developing the accessing sub-phase, I drew from knowledge transfer representations of the importance of individual and creative capacities for finding new knowledge (Parent et al., 2007) and the process-initiating step of selecting an improvement focus (Graham et al., 2006).

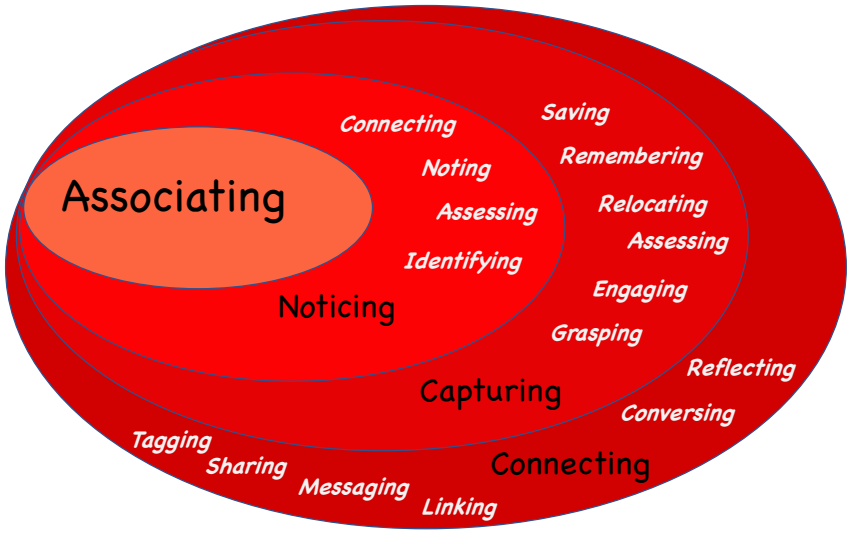
Once teachers have established the possibility of professional learning action by entering the Facebook space, they engage dynamically with content and Facebook features, through the activities of searching, scrolling and scanning in progressing the knowledge transfer process. The sub-phase of engaging includes actively interacting with the online space (Alderton et al., 2011; Trust, 2016; Visser et al., 2014), purposefully searching for ideas, conversations or resources for informing specific learning (Gilbert & Cordey-Hayes, 1996). Teachers do this by accessing selected, education Facebook groups or pages, or news provider pages they follow. Less purposeful action takes the form of responding to alerts appearing in the Facebook space, or browsing and scrolling through newsfeeds to discover interesting information. Varied and serendipitous learning interactions in this sub-phase resonate with rhizomatic learning theory concepts of non-prescribed, learner-managed and continually changing learning activity (Clarke & Parsons, 2013; Cormier, 2008; Deleuze & Guattari, 1987; Mackness et al., 2016). Engaging in the Facebook spaces opens possibilities for knowledge transfer within and across organisational and geographic boundaries (Argote et al., 2000; Dai & Zhang, 2014; Holtham & Courtney, 1998; Hutchings & Michailova, 2004; Inkpen & Tsang, 2005), increasing opportunities for access to rich, varied knowledge to inform improved practice (Bergman et al., 2004; Carlile & Rebentisch, 2003; Dai & Zhang, 2014; Reagans & McEvily, 2003). Teacher familiarity and comfort within these Facebook spaces, including formed and developing relationships with other users, influence knowledge transfer potential and activity (Cummings & Teng, 2003; Phelps et al., 2012; Szulanski, 2000; Tsai, 2001). In constructing the engaging sub-phase, I drew on the knowledge transfer stages of acquisition (Gilbert & Cordey-Hayes, 1996), and identifying knowledge (Graham et al., 2006), representing practitioner actions of continually searching and scanning for new knowledge.

Associating Phase. Associating (Figure 17) constitutes the next phase of teacher knowledge transfer for personally-meaningful professional learning. Teachers identify and select relevant new knowledge, in this phase, gathering together available new resources and ideas (Trust, 2016; Wesley, 2013), relating them to one another, and to existing resources, knowledge and practice. They make decisions about using new knowledge, and continuing

interactions with Facebook in managing this knowledge. Throughout this phase, teachers enact rhizomatic learning theory concepts of learners creating unique pathways for learning action, drawing from a range of resources (Bissola et al., 2017; Mackness et al., 2016) and making multiple, innovative, needs-responsive connections for personally-relevant learning (Cormier, 2008; Deleuze & Guattari, 1987; Dillon, 2016).

Figure 17

The Associating Phase



This phase is composed of three interrelated sub-phases: noticing, capturing and connecting. Noticing represents teachers identifying and noting potentially informing content through incidental discovery or purposeful searching (Krutka et al., 2016; Petti & Triacca, 2013) and quickly assessing its relevance to individual professional learning needs (Beach, 2017; Trust, 2016). It incorporates the activities of identifying, assessing, noting and connecting. This sub-phase is informed by rhizomatic learning theory concepts of complex learning actions composed of exploratory, creative, often seemingly chaotic actions (Cormier, 2008; Mackness et al., 2016), ignited spontaneously as relevant to learners (Bissola et al., 2017; Deleuze & Guattari, 1987). Noticing often occurs during non-purposeful browsing (Trust, 2016) or scrolling and takes the form of coming across or happening upon something of interest, with interesting content popping up, jumping out, grabbing attention, or sending up a flag for the Facebook user. Noticing also transpires during focussed searching when teachers find and recognise relevant ideas or resources for specific knowledge building

(Gilbert & Cordey-Hayes, 1996; Parent et al., 2007). Teachers make swift, fleeting connections with learning needs, existing, relevant resources, and other learning opportunities, expeditiously deciding about immediate or future engagement, storage or discard of identified, potential learning opportunities. Noticing is more prevalent amid availability of timely and relevant knowledge (Dobbins et al., 2004; Mitton et al., 2007; Rosser, 2008). It is influenced by individual awareness of advantages of identifying relevant, new knowledge (Graham et al., 2006; Liyanage et al., 2009) and capacity to recognise and connect it with existing needs (Parent et al., 2007). In constructing this sub-phase, I drew from representations of knowledge transfer showing the importance of absorptive capacity enabling individuals to recognise valuable new knowledge (Parent et al., 2007), and the stages of initial action (Graham et al., 2006) and awareness (Liyanage et al., 2009), representing identification of, and noting, relevant or required new knowledge. Noticing enables teachers to capture learning opportunities.

In the capturing sub-phase of associating, teachers take resources, from the point they are noticed, to interact with them in personalised learning, using the activities of grasping, engaging, assessing, relocating, remembering and saving. Teachers taking charge of learning opportunities, constantly assessing relevance to their needs, and making decisions about time and type of interaction with identified content, demonstrate teacher identity theory notions of teacher agency influencing personally-relevant professional learning (Buchanan, 2015; Day et al., 2006; Geijsel et al., 2009; Lasky, 2005). Teachers capture new knowledge through seizing learning opportunities, interacting with them on Facebook or relocating them to another space for engagement. Following links enables teachers to capture and collect particular content (Cunha Junior et al., 2016; Davis, 2015; Lantz-Andersson et al., 2018; Palmquist & Barnes, 2015; Petti & Triacca, 2013; Rensfeldt et al., 2018). They begin engaging with content in the Facebook space (Beach, 2017; Kent, 2018; Sumuer et al., 2014) through opening, scanning, reading, and viewing resources or conversations, continually assessing relevance of content to learning needs (Trust, 2016). Rhizomatic learning theory concepts of agentic responses and capture of arising learning opportunities (Buchanan, 2007; Clarke & Parsons, 2013; Cormier, 2008) are relevant to these activities. Identifying links with immediate, planned, or possible future practice, guides decisions about intended, further, individual, or collegial interactions with captured opportunities. Teachers save identified material for future learning engagement (Beach, 2017; Krutka et al., 2016) through adding to favourites, bookmarking, screen-shotting, or allocating to memory. These actions demonstrate media ecology theory concepts of media users working with particular, available

media features and environments to continue learning action and generate new learning possibilities (Milberry, 2016; Postman, 2003; Stephens, 2014). Capturing action incorporates acquiring and absorbing new knowledge for improving practice (Cohen & Levinthal, 1990; Liyanage et al., 2009; Parent et al., 2007; Tsai, 2001) and is interrelated with connecting in the associating phase. In constructing the capturing sub-phase, I drew from knowledge transfer representations of absorptive capacity enabling the uptake of new knowledge (Parent et al., 2007), and the stages of acquisition (Gilbert & Cordey-Hayes, 1996; Liyanage et al., 2009), signifying relevant new knowledge gathering and accumulation, and identification showing review and selection of relevant new knowledge (Graham et al., 2006).

Teachers continually make connections, for organising, engaging with, and saving identified material (Beach, 2017; Tour, 2016; Wesley, 2013), to continue transferring knowledge (Argote & Ingram, 2000; Carlile & Rebentisch, 2003). The connecting sub-phase incorporates the activities of tagging, sharing, messaging, linking, conversing and reflecting. Teachers connect varied knowledge encountered on Facebook, drawing links between newly discovered content, and existing resources and knowledge (Cohen & Levinthal, 1990; Liyanage et al., 2007) as they reconsider existing pedagogical practices (Goodyear et al., 2014; Lantz-Andersson et al., 2017; Trust, 2016) and interrogate their changing learning needs. They connect with local and extended colleagues for knowledge sharing (Ekoç, 2020; Kent, 2018; Lantz-Andersson et al., 2017; Palmquist & Barnes, 2015; Ranieri et al., 2012; Staudt et al., 2013), and engage in ongoing, local, collegial conversations and resource sharing for continuing learning (Cunha Junior et al., 2016; Liljekvist et al., 2017). Teacher ongoing collegial conversations and critical reflections on practice activities in this sub-phase, demonstrate dialogic concepts of learning through exchanging utterances with various others (Nesari, 2015; Postholm, 2005; Warwick et al., 2016), and notions of incorporating critical reflections into communication threads for continuing meaning making (Bakhtin, 1981; Charteris & Smardon, 2014; Holquist, 2002; Moate et al., 2019).

Fluid and dynamic interactions around Facebook, including spontaneous or planned, formal or informal, short-term or ongoing, face-to-face or virtual conversations and sharing, with on- and off-site colleagues enable ongoing knowledge transfer (Norman & Huerta, 2006; Phelps et al., 2012; Reagans et al., 2003; Seufert et al., 1999). These varied, dynamic activities resonate with rhizomatic learning theory notions of multiple, lateral, learner-driven connections for unpredictable learning action (Clarke & Parsons, 2013; Cormier, 2008; Deleuze & Guattari, 1987). Teachers using Facebook features to connect with colleagues (Cain, 2008; Ellison & Boyd, 2013; Petti & Triacca, 2013; Pilgrim & Bledsoe, 2011; Rego,

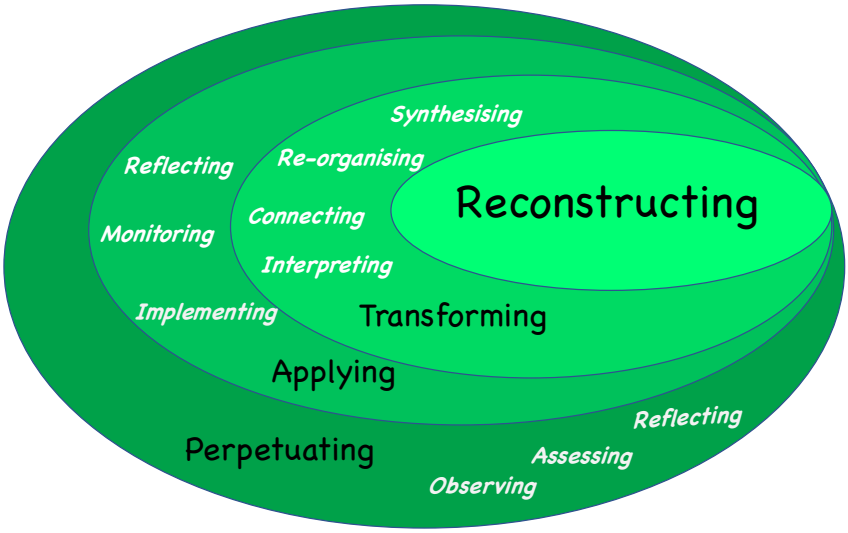
2009; Rensfeldt et al., 2018), and integrating various electronic and non-electronic spaces with Facebook use (Homan, 2014; Krutka et al., 2016; Palmquist & Barnes, 2015; Petti & Triacca, 2013; Trust et al., 2016) extend knowledge transfer possibilities. Connecting and integrating various media forms for continuing knowledge transfer demonstrate media ecology theory concepts of media ecosystem formulation enabling dynamic learning (Gamaleri, 2019; Islas & Bernal, 2016; Logan, 2016). Connecting demonstrates teacher ability to link new and existing knowledge for improving practice (Liyanage et al., 2009; Parent et al., 2007), and capacity to communicate with relevant others for sharing new knowledge (Cohen & Levinthal, 1990; Gilbert & Cordey-Hayes, 1996; Pentland et al., 2011; Phelps et al., 2012; Seufert et al., 1999). To form this sub-phase, I drew on knowledge transfer representations of absorptive and disseminative capacities – enabling learners to relate new knowledge to practice and context (Parent et al., 2007); the association stage showing learners linking new knowledge with learning and practice needs (Liyanage et al., 2009); and actions of assessing the value of new knowledge to learning and practice (Graham et al., 2006). Teachers continue connecting as they move into reconstructing practice and learning and continue with knowledge transfer.

Reconstructing Phase. The reconstructing phase (Figure 18) represents teacher action of transforming and applying selected, captured, new knowledge to reshape and regenerate existing practice, while reflecting on changing and changed practice and learning, for continuing improvement. They agentically make timely, contextually-relevant decisions about reshaping and sustaining improved practice. Teachers continue engaging with new knowledge both individually and collectively, assuming the roles of knowledge users and producers (Francis-Smythe et al., 2006; Hutchinson & Huberman, 1994) building on, modifying and reforming existing understandings and practices to generate new, locally-appropriate teaching and teacher approaches (Beach, 2017; Trust, 2016; Trust et al., 2016). They continue to interact with colleagues in this phase, conversing and sharing resources, ideas, practice and reflections, as they reconstruct pedagogical approaches and practice (Pentland et al., 2011; Zarinpoush et a., 2007). Ongoing reflections in-, on- and about-practice enable decisions about sustaining changes practice, or continuing reformation of practice and learning (Argyris & Schön, 1974; Day, 1999; Schön, 1983; Woodard, 2015). Knowledge transfer theory concepts of continuing, collaborative knowledge flow enabled by existing relationships (Norman & Huerta, 2006; Phelps et al., 2012; Reagans et al., 2003), supporting practitioner knowledge construction to meet specific and changing local practice

needs (Hutchinson & Huberman, 1994; Parent et al., 2007; Röling, 1992; Zarinpoush et al., 2007) inform the reconstructing phase.

Figure 18

The Reconstructing Phase



In the transforming sub-phase of reconstructing, teachers integrate new and existing knowledge, modifying or reforming existing teaching and teacher approaches for application to immediate or future practice (Beach, 2017; Prestridge & Tondeur, 2015; Trust, 2016; Trust et al., 2016). They participate in the activities of interpreting, connecting, re-organising and synthesising. Enacting the role of knowledge creators (Boggs, 1992; Carpenter & Krutka, 2015; Francis-Smythe et al., 2006; Huei-Tsi et al., 2009; Hutchinson & Huberman, 1994; Trust & Prestridge, 2021; Visser et al., 2014), they are highly active and creative, agentically pulling together varied ideas and resources captured on Facebook, to complement, extend, or replace existing practice. Individually and collectively, interpreting, connecting, reorganising and adapting accessed knowledge, teachers synthesise new knowledge to develop contextually-relevant, new approaches to practice for meeting changing needs (Alavi & Leidner, 2001; Armstrong et al., 2006; Conklin & Stolee, 2008; Zahra & George, 2002; Zarinpoush et al., 2007). Knowledge transformation is influenced by individual and collective capacity to relate new knowledge to local contexts and specific learning needs (Graham et al., 2006; Liyanage et al., 2009; Parent et al., 2007), and generate new knowledge enabling innovative practice (Armstrong et al., 2006; Conklin & Stolee, 2008; Zarinpoush et

al., 2007). Dialogic concepts of teacher participation in ongoing communication chains for continuing learning (Bakhtin, 1981, 1986; Holquist, 2002), and that new conceptualisations of practice arise from active continuing contextualised, social knowledge construction are represented in this sub-phase (Charteris & Smardon, 2014; Nesari, 2015; Postholm, 2005). In constructing the transforming sub-phase, I drew on a range of knowledge transfer representations: disseminative capacity, enabling contextualisation and communication of new knowledge (Parent et al., 2007); stages of adaptation (Graham et al., 2006) and transformation (Liyanage et al., 2009), showing new knowledge modification and re-organisation to suit local needs; and communication (Gilbert & Cordey-Hayes, 1996) and acquisition (Liyanage et al., 2009), showing new knowledge distribution and communication to relevant others.

In the applying sub-phase, teachers engage in the activities of implementing, monitoring and reflecting, for enacting their re-formulated teaching and teacher approaches, changing their teaching and teacher practice (Krutka et al., 2016; Prestridge, 2014; Trust, 2016; Trust et al., 2016). As discussed in Chapter 3, knowledge transfer theory conceptualises application of transformed knowledge for improving practice as an important part of the knowledge transfer process (Alavi & Leidner, 2001; Conklin & Stolee, 2008; Zarinpoush et al., 2007), with reshaped routines and reformed practice demonstrating continuing knowledge transfer (Carlile & Rebentisch, 2003; Inkpen & Tsang, 2005; Liyanage et al., 2007; Szulanski, 2000; Zarinpoush et al., 2007). Teachers apply new knowledge to immediate teaching or teacher practice, teaching and curriculum planning and development, and student-teacher interactions supporting students and building productive relationships. New knowledge application enables ongoing reconsideration of their teacher selves and roles, for developing deeper understandings of constantly changing contemporary roles (Davis, 2015; Trust et al., 2016). Reflecting on changing practice during application, monitoring appropriateness of their changed approaches for their local context (Krutka et al., 2016) demonstrates teacher identity concepts of constantly interrogated pedagogical practice for growing understanding of practice and selves (Coldron & Smith, 1999; Lasky, 2005). Practice is continually reshaped through reflection in-action during this sub-phase (Argyris & Schön, 1974; Schön, 1987). Applying newly synthesised knowledge to practice is influenced by teacher capacity to navigate potential barriers, grasp opportunities for innovation (Graham et al., 2006), and ability to monitor and modify changing practice according to recognised, specific needs within local contexts (Gilbert & Cordy-Hayes, 1996; Liyanage et al., 2009; Parent et al., 2007). For constructing this sub-phase, I drew on knowledge transfer

representations of absorptive capacity, enabling application of new knowledge to practice (Parent et al., 2007), and the stages of implementation (Graham et al., 2006), and application (Gilbert & Cordy-Hayes, 1996; Liyanage et al., 2009), representing practitioner strategic application of new knowledge to improve existing practice.

In the perpetuating sub-phase of reconstructing, teachers reflect on, and interrogate, changed practice, and professional learning experiences, to inform decisions about ways to continue developing practice and professional learning (Beach, 2017; Krutka et al., 2016; Prestridge & Tondeur, 2015; Trust, 2016; Trust et al., 2016). This sub-phase incorporates the activities of observing, assessing and reflecting. Individually and collectively, teachers observe changed practices to assess impact on teaching, learning and their daily work, to inform decisions about sustaining new practice (Pentland et al., 2011; Prestridge & Tondeur, 2015; Zarinpoush et a., 2007). Critically evaluating changed practice, professional learning, and the process of their learning, enables continuing development, and growing understandings, of practice, professional learning and teacher selves and roles (Beach, 2017; Krutka et al., 2016; Trust, 2016; Trust et al., 2016). These reflective actions demonstrate teacher identity theory concepts of constantly reformulated multiple identities through continuing reflections on practice and teaching experiences (Cardelle-Elawar et al., 2007; Ottesen, 2007; Rogers & Scott, 2008). The perpetuating sub-phase is informed by knowledge transfer theory conceptualisations of the importance of practitioners recognising changes in practice, and continually monitoring compatibility of reformed practice with local contexts (Gilbert & Cordey-Hayes, 1996). It demonstrates ideas that continuing observations, and evaluating knowledge impact, and effectiveness of new practice inform further knowledge transfer action (Graham et al., 2006), and that reflections on the transfer process enable its ongoing improvement and adaptation to meet context-specific, changing practice and needs (Liyanage et al., 2009; Parent et al., 2007). In formulating perpetuating, I drew on knowledge transfer representations of: adaptive and responsive capacity for continuously improving learning and practice through reviewing the knowledge transfer process and its influence on practice (Parent et al., 2007); stages of acceptance and assimilation (Gilbert & Cordey-Hayes, 1996), evaluation and sustainability (Graham et al., 2006) representing practitioner critical adoption of changed practices and integration into daily work; and outcome measurement (Liyanage et al., 2009) to determine sustainment or modifications for developing the knowledge transfer process.

In this chapter, I presented and explained my generated knowledge transfer model representing teacher learning action using Facebook, and the knowledge and theory

informing its construction. This knowledge transfer model represents teacher dynamic, non-linear, non-hierarchical and multi-directional learning actions using Facebook. It shows the interrelated phases of activating, associating and reconstructing, their sub-phases and the activities within the sub-phases. In my explanation, I expounded teacher actions and the relationships of phases, sub-phases and activities, in self-directed, organic, agentic and interweaving, personalised learning using Facebook. In the next chapter, I conclude my thesis, summarising my argument and findings, and presenting recommendations and suggestions for further study.

Chapter 10

Conclusion

In this chapter, I summarise and conclude my argument, beginning with reiterating the importance of my research and the value of its findings in contemporary times. I answer my main research question, 'How do English teachers use Facebook for professional learning?' and my two supporting questions, 'How do they understand their professional learning using Facebook?' and 'How do they understand the impact on their practice?'. I present the potential impact of my findings on teachers, employers, researchers, and professional development regulators and providers. Limitations of my study are acknowledged and suggestions made for further research relevant to my study and findings.

Study Significance and Timeliness

My research into English teacher use of Facebook for professional learning is situated at the intersection of two contentious issues in our contemporary world: understandings of worthwhile teacher professional learning, and the place of Facebook use in our society. Tensions continue around the complex and multifaceted concept of teacher professional learning, with varied understandings of its purpose, form, enactment and effectiveness (Kennedy, 2016; Woodard, 2015). In a time of clear expectations that teachers regularly and visibly participate in acknowledged professional learning activities (AITSL, 2018; VIT, 2015), effectiveness of traditional professional development practices continue to be questioned (Palmquist & Barnes, 2015; Tour, 2017). With the general embrace of online communication and information access in our contemporary world, increasingly, social media platforms such as Facebook, are presented as avenues for teacher engagement with professional learning (Kelly & Antonio, 2016; Prestridge, 2019; Rodesiler et al., 2014). But persisting tensions around interconnected personal and professional vulnerability (Lasky, 2005) and professional appropriateness of teachers interacting with this platform (Carter et al., 2008; Sumuer et al., 2014; Thunman & Persson, 2018) perpetuate concerns about its use for professional learning (Kent, 2018; Robson, 2016).

Knowledge exists about teachers in some subject areas using Facebook for professional learning (Goodyear et al., 2014; Patahuddin & Logan, 2015; Robson, 2016; van Bommel et al., 2020; Yildrim, 2019). Research informs about English teacher use of blogging (Ciampa & Gallagher, 2015; Hunt-Barron et al., 2015; Rodesiler & Pace, 2015) microblogging/twitter (Alderton et al., 2011; Carpenter & Krutka, 2014) and interactions in online social networks for professional learning (Rodesiler et al., 2014). But little is known about English teachers use of Facebook for professional learning. Continuing tensions around

teachers using Facebook and limited knowledge about English teachers using this platform for professional learning, makes my study – investigating English teacher use of this social media for learning within their daily lives – important and timely. Current, pandemic-related disruptions to our education practices and thinking, engender new questions about ways for teachers to participate in worthwhile professional learning (Darling-Hammond & Hyler, 2020; Mpofu, 2020; Trust et al., 2020). Arising, associated reconsiderations of educational practices, communication and teacher ongoing learning (Alexandrou, 2020; Hartshorne et al., 2020; Reimers et al., 2020; Thorgersen & Mars, 2021), also make my investigation into teacher Facebook use in professional learning very timely.

My study reveals knowledge about the complex, multi-faceted, contentious topic, of professional learning (Kennedy, 2016; Ling & Mackenzie, 2015), contributing new and extended understandings of ways English teachers interact purposefully and incidentally with this platform to develop teaching and teacher practice. Set within an environment of increasingly regulated professional learning, with employers and registration authorities setting tight accountability targets for teacher practitioners (AITSL, 2018; Schleicher, 2016; VIT, 2015), my findings contribute to understandings of alternative teacher engagement in learning beyond traditional, clearly identifiable, measureable professional development activities (Flint at al., 2011; Mockler, 2013; Parr & Bulfin, 2015). The six teachers in my study, who elected to use Facebook for professional learning, show existing familiarity and comfort interacting with this social media platform contributes to teachers incorporating it into their professional learning repertoire (Kelly & Antonio, 2016; Ranieri et al., 2012; Rutherford, 2010). Facebook use became part of their personal learning networks for personally-meaningful, timely professional learning (Ekoç, 2020; Homan, 2014; Prestridge, 2019; Rego, 2009). These teachers combined recognised practices of purposefully using Facebook to access a range of information, resources and colleagues (Kent, 2018; Lantz-Andersson et al., 2017; Rutherford, 2010) with incidental, opportune learning arising from casually interacting with the platform, to inform their teaching and teacher practice.

Using Facebook within their daily lives, these English teachers demonstrated another form of locally-focussed, personally-relevant, informal learning to meet changing teaching and learning demands (Cameron et al., 2013; Darling-Hammond & Liebermann, 2014). They contribute new insights into understandings of learning experiences using this platform and influences on teaching and teacher practice. Knowledge emerged about ways teachers can use Facebook in developing English teaching and teacher skills for reshaping and reconstructing teaching and teacher practice. Emergent knowledge contributes to developing understandings

of teacher social media use in and for learning, for changing practice, and supports suggestions that in today's busy, dynamic, demanding teaching and learning environments, Facebook offers teachers worthwhile professional learning experiences (Rodesiler, 2015; Rutherford, 2010). Teachers demonstrated cognitive dissonance (Aronson, 2011; Harmon-Jones & Mills, 2019) in simultaneously valuing their learning experiences using Facebook, while recognising persistent questions of professional appropriateness of using this platform for ongoing learning. They acknowledged, and continued to interrogate, known tensions about the appropriateness of Facebook's structure and purpose for professional learning interactions (Rensfeldt et al., 2018; Robson, 2016), and concerns about vulnerability and professional conduct on this platform (Belch, 2012; Carter et al., 2008; Sumuer et al., 2014).

Answering Research Questions

Emerging knowledge directly relates to the questions I posed to direct my study, yielding information for answering the main research question: 'How do teachers use Facebook for professional learning?'. Detailed understanding emerging from my data enables me to answer the two supporting sub-questions: 'How do they understand their professional learning using Facebook?' and, 'How do they understand the impact on their practice? I will present answers to these questions in succession, beginning with the main research question.

Ways Teachers Use Facebook for Professional Learning

My study reveals knowledge about ways teachers integrate Facebook use into everyday lives and learning, to inform daily practice and to grow understandings of teaching and teacher work. I found teacher varied Facebook use enabled informal, personally-meaningful, professional learning (Kent, 2018; Ranieri et al., 2012; Rensfeldt et al., 2018), developing organically through ongoing, mutually-reinforcing interactions of teacher and Facebook activity. Two of the eight teacher participants elected to exclude Facebook use from their professional learning repertoire. The six participants electing to include the platform in their professional learning action, interacted with it in individually-specific ways, influenced by teacher characteristics (Goodyear et al., 2014; Prestridge, 2019; Sumuer et al., 2014), teaching and teacher practice, and their continuing Facebook use. They used Facebook agentively, self-directing interactions to meet self-determined professional learning needs (Ranieri et al., 2012; Rensfeldt et al., 2018; Sumuer et al., 2014). Teachers combined Facebook interactions with other forms of professional learning engagement (Cunha Junior et al., 2016; Goodyear et al., 2014; Rutherford, 2010), including individual further research, reading and reflection, and collegial sharing and reflections, using Facebook, other electronic platforms, and real-life interactions (Liljekvist et al., 2017). Teachers effortlessly wove

Facebook interactions into their daily lives and learning, moving seamlessly across electronic platforms and real-life spaces, for engagement in ongoing learning – locally and across temporal and spatial boundaries (Ekoç, 2020; Prestridge, 2019; Yildrim, 2019).

My study showed teachers engaging in serendipitous learning action arising from incidental interactions with Facebook, and through purposefully interacting with the platform seeking particular professional learning opportunities (Pilgrim & Bledsoe, 2011; Rashid, 2018; Rego, 2011; Robson, 2016). Knowledge emerged about teacher experiences using this platform influencing individual perceptions of ways Facebook could be used, and its value for professional learning. Individual teacher previous Facebook activity, actions of selected friends, and posts appearing from followed groups and pages, provided transient learning opportunities. Readiness for learning, and alertness to learning opportunities brought to each interaction, (Beach, 2017; Trust, 2016) influenced personalised learning using the platform. Individual teachers took personally-convenient opportunities to interact with Facebook in varied locations and times across the day and week.

Teacher purposeful Facebook use included accessing subject-specific groups (Bett & Makewa, 2018; Kent, 2018; van Bommel et al., 2020) and selected educational pages to access content informing teaching practice (Petti & Triacca, 2013; Pilgrim & Bledsoe, 2011; Robson, 2016). Teachers used Facebook to access to a range of colleagues beyond their local environments for engagement in collegial conversations, experiencing collegial teacher support (Bissessar, 2014; Liljekvist et al., 2017; Rashid, 2018) and accessing information, idea- and practice- sharing for professional learning (Mercieca & Kelly, 2018; Rensfeldt et al., 2018; Yildrim, 2019). Most teacher interactions with Facebook began incidentally, often in quick grabs (Macia & Garcia, 2016; Patahuddin & Logan, 2015; Wang et al., 2012), with no particular learning intention. My study shows professional learning action frequently growing from such arbitrary interactions through teachers noticing and capturing arising, personally-relevant, learning opportunities (Petti & Triacca, 2013). These teachers turned transient opportunities into purposeful learning action through responding in ways to enable learning action to proceed.

Teachers advantageously and purposefully harnessed Facebook features and spaces to promote professional learning opportunities (Petti & Triacca, 2013; Rego, 2009). They used familiar Facebook features of liking, sharing, tagging, messenger and saving, to respond quickly to arising opportunities, and to continue learning interactions in personally-preferred ways, on preferred platforms. Beyond these quick response activities, they purposefully used Facebook for selective following and friending to promote personally-relevant learning

opportunities (Rego, 2009). They elected to follow particular Facebook groups and pages (Petti & Triacca, 2013; Pilgrim & Bledsoe, 2011; Robson, 2016; Staudt et al., 2013), they considered likely to direct relevant content onto their news feeds. These teachers elected to follow and access particular news providers on this platform to encourage relevant posts to their home pages. Selectively friending particular colleagues (Rego, 2009) enhanced chances of content and conversations relevant to personal learning needs appearing on home pages. Teachers purposefully, directly accessed selected pages and groups seeking specific learning (Kent, 2018; Robson, 2016; van Bommel et al., 2020). They responsively captured identified learning opportunities (Petti & Triacca, 2013), curating information in personally-preferred ways (Beach, 2017; Trust, 2016), to inform learning needs and practice.

Much of these teachers' Facebook use for learning occurred individually, through interaction with unique, personally-configured spaces on the platform, identifying and accessing personally-relevant learning opportunities (Bett & Makewa, 2018; Palmquist & Barnes, 2015; Rensfeldt et al., 2018; Rutherford 2010; Yildrim, 2019). They interacted collegially by connecting informally with known colleagues, in teacher-configured groups (Cunha Junior et al., 2016; Rego, 2016), or one-to-one (Goodyear et al., 2014; Homan, 2014), through tagging, or messaging, selected, known colleagues. My study revealed this was frequently done as a bridge to prompt ongoing collegial interaction using other platforms or spaces, including in-person conversations. Teachers used Facebook to connect more broadly with colleagues beyond their known networks, using groups and pages, for wider exposure to ideas, resources, opinions and practice sharing (Petti & Triacca, 2013; Pilgrim & Bledsoe, 2011; Rego, 2009; Robson, 2016). They shared resources and content accessed in these spaces with local colleagues (Cunha Junior et al., 2016), using Facebook, other platforms, or in-person for continuing, locally-relevant, shared, collegial learning. In these interactions, teachers integrated Facebook use with other electronic and non-electronic spaces as deemed convenient and appropriate to continuing learning activity.

New knowledge emerges from my study to extend understandings about teacher awareness of persisting tensions around using Facebook for professional learning, and ways of responding to manage identified challenges. These teachers contribute valuable knowledge about lurking – consuming rather than contributing information and conversations – reasons teachers lurk on Facebook and their experiences related to lurking. They shared some concerns about limited, visible teacher activity on the platform (Cunha Junior et al., 2016; Kelly & Antonio, 2016; Kent, 2018; Palmquist & Barnes, 2015; Staudt et al., 2013), acknowledging their own practice of using Facebook to consume content, while contributing

very little to information-sharing, and restricting participation in collegial learning conversations (Petti & Triacca, 2013; Prestridge, 2019; Rensfeldt et al., 2018). They add knowledge to existing suppositions that teachers may learn from seemingly passive use of this platform (Kelly & Antonio, 2016; Lantz-Andersson et al., 2017; Robson, 2018), revealing they elected to lurk in professional spaces – such as groups, pages and collegial discussions – accessing content, reflecting on its relevance to their learning and practice, redirecting it, and reading and reflecting on it for individual learning. They showed individual learning activity arising from lurking, can move into more private and locally-relevant spaces, including face-to-face interactions, for continuing collegial shared learning through purposefully using selected Facebook features and email.

These teachers add knowledge about using lurking to help manage tensions between Facebook's purpose and structure, and using it appropriately for professional learning. Recognising issues associated with shared personal and professional space on this platform (Belch, 2012; Robson, 2016; Sumuer et al., 2014) teachers limited the personal information contributed, and types of posts made, to manage personal and professional vulnerability (Debatin et al., 2009; Lasky, 2005; Sumuer et al., 2014). Aware that personal posts to Facebook can influence professional status (Carter et al., 2008), they self-censored contributions, consciously monitoring professionality of content posted. They were alert to possibilities of conveying personal bias in posts, took care about engaging with topics of conversation and responding to others' posts, and monitored language used to nurture development of positive professional profiles (Ellaway et al., 2015; Thunman & Persson, 2018). Limiting personal and professional contributions on Facebook helped alleviate concerns about data security (Kelly & Antonio, 2016; Sumuer et al., 2014), and concerns about content ownership and appropriation (Rensfeldt et al., 2018).

These teachers provide another perspective on tensions around shared personal and professional space on Facebook (Belch, 2012; Thunman & Pearson, 2018). They embraced the advantage they perceived in this shared space to maximise learning opportunities and enrich learning experiences. Broad conceptualisations of professional learning, and potentially informing content, enabled these teachers to view the plethora of eclectic information encountered on Facebook as a rich, diverse pool of texts from which to draw advantageously for learning. They happily consumed texts of personal interest to enrich understanding of a range of texts and enhance literature appreciation, noting professional knowledge growth made possible through such interactions. They managed perceived tensions of content quantity and appropriateness for professional learning (Rensfeldt et al.,

2018; Robson, 2016; Trust & Horrocks, 2017) through discerning, proactive and responsive interactions with Facebook. Teachers critically consumed content encountered, and selectively interacted with Facebook spaces and features, responding to posts to encourage or discourage continuing appearance of particular types of information (Pilgrim & Bledsoe, 2011). They continued to use Facebook cautiously for learning, as they attempted to reconcile conflicted feelings arising from questions of professionality of using this platform (Harmon-Jones & Mills, 2019) and their sense of teacher moral responsibility (Aronson, 2011).

Understandings of Professional Learning Experiences

My study reveals knowledge about teacher understandings of their personal and unique learning experiences using Facebook. They appeared empowered (Liljekvist et al., 2017) by their sense of agency afforded by engaging proactively and knowingly with this social media platform, in unique learning experiences. Teachers considered using Facebook enabled convenient, ongoing, unbounded engagement in important, informal professional learning, contributing to knowledge- and skill-building for teaching and teacher practice (Ekoç, 2020; van Bommel et al., 2020). They believed their own interaction with a range of texts on this platform developed personal appreciation of texts and literature, contributing to growth of pedagogical knowledge (Hicks & Turner, 2013; Rodesiler & Pace, 2015). They recognised ongoing growth in sense of teacher-self (Rashid, 2018; Robson, 2018; Trust et al., 2016), through continuing, seemingly-unlimited access to contemporary and developing international educational knowledge, ideas and practices. Teachers appreciated their multi-faceted and multi-layered learning experiences (Beach, 2017; Krutka et al., 2016), but continued to be disquieted by the unclear status, and nagging questionability of the acceptability of this form of learning, to self and to others (Carter et al., 2008; Fuchs, 2014).

Teachers had varied understandings of how and where learning through using Facebook sat within individual learning repertoires, but they shared the belief that using the platform enabled important learning and formed a unique niche in their ongoing professional learning. Access-convenience and transportability of the platform, provided an attractive option for timely, personalised learning informing immediate practice (Ekoç, 2020; Ranieri et al., 2012). They recognised and enjoyed the personal and professional overlap, drawing from personal interests, contacts and activities to inform professional learning (Cameron et al. 2013; Ling & Mackenzie, 2015; Woodard, 2015). They enjoyed the flexibility and informality of using Facebook to self-direct learning action to meet self-determined learning needs, (Beach, 2017; Yildrim, 2019). They appreciated opportunities to select and connect resources and ideas (Trust, 2016) for personalised learning, working proactively and

responsively with Facebook features to maximise personally-meaningful, contextually-relevant professional learning (Beach, 2017). Teachers felt in-charge of unbounded and ongoing learning, and free to engage intermittently as personally appropriate and convenient (Ekoç, 2020; Patahuddin & Logan, 2015; Prestridge, 2019). They enjoyed opportunities to experience unpressured, unmeasured and unregulated learning (Manca & Ranieri, 2016), free of others' expectations.

Teachers understood professional learning on Facebook as multi-layered, with instantly recognisable learning informing immediate and planned teaching-, and teacher-practice (Krutka et al., 2016), and deeper learning developing through further action and reflection (Beach, 2017; Trust, 2016). They identified learning, arising by chance (Petti & Triacca, 2013) from interacting casually with Facebook, and from intentional interactions, informing specific, immediate teaching (Goodyear et al., 2014; Kent, 2018; van Bommel et al., 2020), planning or curriculum revision and development. They recognised learning experiences about relationship building with students, or ways to support student. Teachers acknowledged some learning did not emerge in their consciousness until they noticed themselves making connections, and applying previous experiences using Facebook to their practice. They noted the value of continuing reflections on earlier learning, and changed practice, for generating deeper learning (Trust et al., 2016), through ongoing interrogation of beliefs driving their practice. Teachers appreciated individual learning through reading and reflecting on content accessed on Facebook (Kelly & Antonio, 2016; Lantz-Andersson et al., 2017), and noted learning progression and development through engaging with known colleagues to share resources, practice, learning experiences and reflections. Teachers valued continuing learning made possible through ongoing, local, collegial interactions and generative conversations, emanating from, and occurring around, Facebook use.

Teachers recognised enhanced learning enabled by Facebook's connectibility. They enjoyed opportunities to connect easily with off-site, known colleagues for informal, shared learning around common interests and topics, exchanging resources, practice and ideas (Cunha Junior et al., 2016; Rego, 2016). They appreciated enriched learning through exposure to a wider range of colleagues, resources, ideas, and opinions, beyond their local environment and existing collegial connections (Liljekvist et al., 2017; Rodesiler, 2015). They considered Facebook-use enabled opportunities to connect with other platforms for continuing learning (Petti & Triacca, 2013; Rensfeldt et al., 2018), enriched individual and collegial learning experiences. They appreciated the capacity to capture information and learning experiences accessed in large, external forums on Facebook, or from following links

from Facebook (Cunha Junior et al., 2016), and transporting them to their own context, to share with local colleagues for further, collective consideration and learning. Teachers saw the wider exposure to educational ideas and approaches through Facebook's connectibility, enhancing contemplation of practice and interrogation of underlying beliefs for deeper learning experiences (Rensfeldt et al., 2018).

Teachers recognised that using Facebook enabled development of a more nuanced understanding of school and teacher work, and growing sense of teacher-self (Rashid, 2018; Robson, 2018) in an international community. They believed exposure to broader and ever-developing ideas, opinions and conversations about educational issues and approaches available through engaging with Facebook spaces, engendered ongoing learning through deep and extended contemplation on understandings of their teacher role and sense of purpose (Robson, 2018). Encountering information and discussions on Facebook about changing conceptualisations of teacher and school roles (Trust et al., 2016), prompted questioning of existing teaching- and teacher-practices. They noted exposure to varied, changing understandings of student needs and school and teacher roles in supporting student vulnerabilities, contributed to growth of their capacity to meet changing expectations of self and other in supporting students. Teachers recognised changing and growing awareness of teacher-self as a practitioner (Rashid, 2018) in an internationally connected profession, continually exchanging information and ideas using Facebook.

Teachers understood the complex and multi-faceted nature of their learning experiences using Facebook and contributed knowledge about their perceptions of the features and process of that learning. They understood continuing readiness for learning and ongoing alertness to learning opportunities (Beach, 2017; Trust, 2016), when interacting with Facebook enhanced their learning experiences using this platform. They acknowledged their beliefs that this social media enabled varied learning options, contributed to their capacity to identify chances for learning engagement, and capacity to participate in the available learning (Prestridge, 2019). They considered their capacity to notice transient, personally-relevant learning opportunities (Petti & Triacca, 2013) and to connect available content with existing resources and knowledge, and teaching and teacher practice (Beach, 2017; Trust, 2016), was important for continuing learning experiences. They recognised decisive action in capturing content appropriately enabled allocation to self-identified learning needs and further action (Krutka et al., 2016; Trust, 2016). Teachers showed confidence in their capacity to transform content for locally-relevant practice, synthesising resources and reshaping teaching and teacher approaches (Beach, 2017; Prestridge, 2019). They felt empowered to apply new

learning to personal practice and recognised the importance of monitoring changing practice, reflecting individually and collectively on observations, and continuing to interrogate practice, self-conceptualisation and learning engagement (Krutka et al., 2016; Trust, 2016). Teachers were aware of their continuing cognitive dissonance in attempts to reconcile using this platform for professional learning and perceived professional appropriateness of this practice (Aronson, 2011; Harmon-Jones & Mills, 2019). For the moment, they appeared prepared to continue interrogating uncertainties and their disquiet with this practice, as they further developed understandings of their learning, and the appropriateness and value of that learning to their practice and teacher selves.

Understandings of Impact on Practice

New knowledge emerges from my study about teacher understandings of the influence on their practice of using Facebook for professional learning. Teachers considered learning from using this social media platform influenced immediate and ongoing, teaching- and teacher-practice. They believed exposure to, and interaction with diverse, contemporary texts through Facebook use, enabled them to construct teaching approaches engendering relevant and engaging student learning experiences and developed their capacity to enact their teacher role. They understood their extended knowledge and appreciation of text, developed through interacting personally with varied content on Facebook, enabled reshaping and reconstructing practice approaches.

Teachers saw learning from using Facebook impacted immediate and ongoing teaching practice in a range of ways. They considered their teaching of the English subject was extended and enriched through using Facebook for accessing resources, ideas, teaching approaches, and collegial practice sharing (Bett & Makewa, 2018; Palmquist & Barnes, 2015; Rensfeldt et al., 2018; Rutherford 2010; Yildrim, 2019). They believed their conscious and active engagement with a range of texts and learning experiences on Facebook, and associated with Facebook use, enabled proactive content curation, for synthesising new information and knowledge to reshape and reconstruct approaches to classroom teaching and their daily teacher work. Teachers considered their individual experiences of interacting with digital content enriched personal text appreciation and contributed to capacity to extend approaches to teaching and teacher work (Hicks & Turner, 2013; Rodesiler & Pace, 2015). They believed immediate and ongoing teaching was extended through their own interaction with the broad range of diverse texts available on Facebook, and reflections on changing focus and developing discussions. They described enriched literature teaching enabled by their own deeper understandings and broader perspectives on print, film and play forms of

text through engaging with Facebook content and participating in literary events in conjunction with using this social media.

These teachers contributed detail about specific changes to their immediate English teaching practice, in Literature and literacy teaching, in the areas of reading, writing and oral presentations. Linking contemporary texts with existing curriculum and traditional texts enabled teachers to prompt student engagement with considering main ideas and common themes in Literature teaching. They explained ways they took videos, print or image texts encountered on social media (Rodesiler, 2015), creatively linking them with texts, concepts, issues or themes taught in the classroom, to make teaching practice more relevant for contemporary students. Drawing on prevailing interests, commentary and debates appearing on Facebook, enabled teachers to enhance their capacity to construct teaching approaches in areas such as issue identification, argument structure and making oral presentations. Teachers adapted a range of contemporary texts, covering topical issues, events and concepts to teaching for stimulating student writing and provoking critical discussion of a range of ideas, themes and texts. They described drawing on a range of resources on Facebook to reshape reading comprehension teaching and extending vocabulary teaching through drawing on content encountered on Facebook.

Teachers understood ongoing teaching, planning and curriculum development were influenced by their Facebook use. Identifying and curating content relevant to short- and long-term, future teaching enabled teachers to engage with new knowledge at appropriate times for adaptation and application to practice. Teachers drew on new learnings arising from Facebook use when reflecting on classroom practice at planning times, to reshape and reconstruct teaching and teacher approaches. Ongoing reflections on existing and changed practice (Trust, 2016) and continually reflecting on changing Facebook content and interaction focus, influenced teacher review and reshaping of curriculum.

These teachers understood their teacher work was influenced by professional learning arising from using Facebook (Rashid, 2018; Robson, 2018). They believed interacting with Facebook content enabled them to maintain familiarity with current and changing interests, discussions and popular language, to build understanding of student worlds and enhance their capacity for constructing positive interactions with students. Teachers believed drawing on popular culture and contemporary texts from Facebook enhanced their capacity to nurture approachable and relatable demeanours to encourage positive interactions with students and develop productive relationships. They considered applying greater understanding of adolescent behaviours, contemporary challenges and needs, developed from reading relevant

information accessed on Facebook, enhanced capacity to understand student vulnerabilities and support student wellbeing. Teachers believed continually interrogating representations of teacher and school roles appearing in Facebook content and interactions, contributed to building capacity to meet continually changing teacher, daily-work demands.

Implications

Findings from my study contribute to developing new understandings of worthwhile, effective, informal professional learning for contemporary teachers, potentially encouraging greater uptake of this form of learning. Emergent knowledge showing ongoing Facebook use within teacher daily lives enabling meaningful, practice-informing learning, may inspire re-conceptualisations of worthwhile professional learning activity amongst teachers, employers, regulatory authorities and professional development providers. My findings can assist teachers already using this social media platform in this way to feel affirmed in their actions, and confident to continue developing ways of using Facebook in generative, self-directed learning. Teachers using other social media platforms could consider including Facebook in their online learning repertoire.

My findings could prompt teachers not using Facebook for professional learning to reconsider their existing conceptualisations of acceptable teacher learning and consider learning opportunities possible through using such social media. Schools, educations systems, regulating authorities, professional development providers and researchers may rethink and extend their understandings of worthwhile professional learning activities, and recognise the value teachers attribute to their learning and practice from engaging in informal learning using Facebook. Professional learning stakeholders may reposition the status of informal teacher learning using social media, such as Facebook, recognising it as legitimate work (Fuchs, 2014), acceptable for demonstrating accountability. Knowledge about persisting tensions revealed by my findings potentially contribute to understandings of contentious issues related to teacher Facebook use and possible approaches to managing these tensions.

Limitations

Conducting a small-scale, qualitative study at one, metropolitan, independent school site enabled in-depth knowledge generation about Facebook use for professional learning of the investigated English teachers. The emergent knowledge, embedded in time and place, represents teacher use of Facebook for professional learning within its own context and does not lend itself to generalising to other teachers and other locations. Professional learning and social media sites such as Facebook develop and change over time, suggesting findings could be temporally limited, but they may contribute to developing and changing knowledge and

practices. Studying English teachers only, at a single site may limit relevance of emergent knowledge to teachers of other subjects, as particularities could vary in relation to subject content, and other contexts. My research, conducted by one researcher, can be considered limited in scope and perspective as data are generated and interpreted through the limited lens of one researcher.

Research questions guiding the investigation, interview questions and diary structure and instructions potentially limited information participants deemed appropriate in answering posed questions. Data generation through teacher interviews and diaries rely on, and are limited to, participant reporting, influenced by recollections, perceptions and understandings of information relevant to the focus of the research (Iida et al., 2021; Seidman, 2006; Toms & Duff, 2002). While I contributed another perspective on teacher reporting through data analysis and discussion, that is limited by my own biases, knowledge and research experience.

Recommendations and Future Research

Understanding that the modern technological world is constantly developing, with online spaces susceptible to rapid, often unpredictable change, I recognise recommendations arising from my study and suggestions for future research are relevant at the time this research report is constructed. I conducted my investigation during relatively unremarkable times, pre-dating school disruptions arising from the COVID-19 pandemic, with teachers and students participating in daily, face-to-face teaching and learning. The onset and progression of this pandemic engenders unanticipated possibilities for application of emergent knowledge and future emanating research. Social and educational changes arising from the pandemic may well have implications for immediate and ongoing teacher professional learning practices, and expectations of employer and regulation authorities.

Knowledge emerging from my study warrants rethinking of the status and value of teacher informal learning in online spaces. I urge teachers already using Facebook for informal, self-directed learning to continue using and exploring this media for further learning opportunities. I suggest teachers using this media for individual learning, consider extending that to incorporate collegial learning. I recommend teachers not currently using this, or other online spaces for learning, reconsider their informal and self-driven professional learning options. I encourage schools, education systems, and professional learning providers to take note of this study's rich, emergent findings and recognise the effectiveness of teacher self-directed, informal learning using Facebook. I recommend professional learning regulators and teacher registration authorities recognise the individual and collaborative,

valuable learning available through using this online space, and rethink existing understandings of acceptable, accreditable teacher activities for building knowledge and expertise for teaching and contemporary teacher roles.

Many research opportunities arise from knowledge revealed by my small-scale study of English teachers self-reporting their using of Facebook for professional learning. Extending data generation methods beyond participant recall and reflections, to include researcher observation of teacher learning activity and teaching practice, could enrich emerging understandings of the influence of Facebook use on teacher learning and practice. Periodically, revisiting these teachers to conduct a longitudinal study could uncover their professional learning practices during periods of pandemic-related lockdown, and continuing into immediate, and later, post-pandemic conditions. It would be interesting to investigate changing attitudes, learning-practices and expectations over time and circumstances.

Emergent knowledge from one, Victorian, metropolitan, independent school could be tested and extended by conducting similar investigations at varied sites, to generate knowledge across geographic, social and cultural settings. Intranational and international, collegial research teams, taking a similar focus, could investigate and compare teacher Facebook-related learning practices in different education systems with varying professional learning conceptualisations and expectations. Cross-discipline research teams, focussing on teachers in a range of subject areas could study and compare Facebook learning practices, investigating common threads and discipline-related differences.

Research opportunities and knowledge arising from my study can stimulate exploration and reconceptualisation of effective teacher learning at this time of pandemic-related social and cultural upheavals. Current, unique teaching and learning environments engender opportunities for challenging and extending previously dominant understandings, expectations and regulations pertaining to legitimate forms of teacher professional learning. Harnessing knowledge from my research, contributed within prevailing fluctuating conditions, provides opportunities for investigating, recognising and accepting teacher informal, and potentially more formalised learning using Facebook, to suit fluid, developing educational landscapes in our current- and post-COVID worlds.

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Appendices

Appendix A. Ethics Approval

MONASH University

Monash University Human Research Ethics Committee

Approval Certificate

This is to certify that the project below was considered by the Monash University Human Research Ethics Committee. The Committee was satisfied that the proposal meets the requirements of the *National Statement on Ethical Conduct in Human Research* and has granted approval.

Project Number: 8595
Project Title: Teacher use of online tools for professional learning
Chief Investigator: Assoc Professor Jane Southcott
Expiry Date: 03/04/2022

Terms of approval - failure to comply with the terms below is in breach of your approval and the *Australian Code for the Responsible Conduct of Research*.

1. The Chief Investigator is responsible for ensuring that permission letters are obtained, if relevant, before any data collection can occur at the specified organisation.
2. Approval is only valid whilst your hold a position at Monash University.
3. It is responsibility of the Chief Investigator to ensure that all investigators are aware of the terms of approval and to ensure the project is conducted as approved by MUHREC.
4. You should notify MUHREC immediately of any serious or unexpected adverse effects on participants or unforeseen events affecting the ethical acceptability of the project.
5. The Explanatory Statement must be on Monash letterhead and the Monash University complaints clause must include your project number.
6. Amendments to approved projects including changes to personnel must not commence without written approval from MHUREC.
7. Annual Report - continued approval of this project is dependent on the submission of an Annual Report.
8. Final Report - should be provided at the conclusion of the project. MUHREC should be notified if the project is discontinued before the expected completion date.
9. Monitoring - project may be subject to an audit or any other form of monitoring by MUHREC at any time.
10. Retention and storage of data - The Chief Investigator is responsible for the storage and retention of the original data pertaining to the project for a minimum period of five years.

Thank you for your assistance.

Professor Nip Thomson

Chair, MUHREC

CC: Helen Woodford

List of approved documents:

Document Type	File Name	Date	Version
Explanatory Statement	Explan Statement Teacher use of online tools	15/03/2017	1
Consent Form	Consent form Teacher use of online tools	15/03/2017	1
Supporting Documentation	Permission ltr Teacher use of online tools	15/03/2017	1
Supporting Documentation	HW, Interview questions	22/03/2017	1

☆ **donotreply@infonetica.net** Monash 9 March 2018 at 3:01 pm Details

Amendment Approval - 8595

To: Jane.Southcott@monash.edu, Cc: Maria.Gindidis@monash.edu, hwoo0002@student.monash.edu

Dear Assoc Professor Jane Southcott

Project Title: English teacher use of Facebook for professional learning

The amendment has been assessed and approved by the Human Ethics Low Risk Review Committee

Please log into the ethics and compliance portal using the link below to access the details of this project.

https://ethicsapps.monash.edu

Appendix B. Interview no.1. Teacher Individual Face-to-face Interviews
Questions and prompts:
Section A:
I would like to begin by asking you a little bit about yourself:
1) What subjects are you teaching this year?
2) What English are you teaching and at what year levels?
3) What English and year levels have you taught in your teaching career?
4) How long have you been teaching?
5) How long have you been teaching at this school? (What other schools? How long?)
6) What was your pathway to teaching?

Section B:
I would like to move on to talk about your teacher professional learning:
7) What does the term 'teacher professional learning' mean to you?

8) When do you believe you experience professional learning?
Prompts: How do you determine that? What is the difference for you between getting resources, or information, and professional learning?

9) How do you use Facebook for your professional learning?
Prompts: What features do you use?
How do you use each one?
What do you find the most useful?
What do you find the least useful"
How frequently do you access Facebook/each feature?
Where/when do you access it?
What are you looking for when you choose to use Facebook for PL?
How do you integrate it with other professional learning (online, face-to-face, or collegial)?

10)What professional learning do you consider you experience through your use of Facebook?
Prompts: How do you determine that you have learnt something?
How do you think that contributes to your teaching knowledge and/or skills?
How do you think that contributes to your development as a teacher?

11) How do you believe your Facebook use influences your classroom practice?
Prompts: What has changed about your teaching?
What teaching approaches or techniques have you developed differently?
What teaching approaches or techniques have you introduced into your classroom teaching?

12) Is there anything else you would like to tell me about your use of Facebook for professional learning?

Appendix C. Interview no.2. Focus Group Interviews no.1
Focus: Personal and professional in learning; incidental and purposeful learning action; conversations
Questions / discussion prompts:

1) I'm interested in the broad conceptualisation of teacher professional learning coming from the interviews – the idea that your professional learning goes on in many parts of your lives.

Prompts: How do you think your personal and professional experiences or activities, face-to-face and online, interact for your professional learning?

2) It sounds like some of your professional learning happens when you go to Facebook (or another source) looking for something particular, and at other times it happens when things pop up and you make connections with your teaching.

Prompts: Can you please tell me about how these things happen? What do you think is the interaction between your purposeful and incidental professional learning experiences?

3) You talk about 'conversation' in your professional learning. I'm interested to learn more about this.

Prompts: What do you think is the role of conversation, face-to-face, through Facebook, and across the two (moving between Facebook and face-to-face conversations) in your professional learning?

4) Thinking about your reflections, our discussions and keeping your log of Facebook use for professional learning: tell me something that has surprised you in any of this.

Appendix D. Interview no.3.Focus Group Interviews no.2
Focus: Influence of Facebook use for professional learning on teaching practice; teacher understandings of their learning
Questions / discussion prompts:
I would like to understand how your use of Facebook for professional learning influences your teaching

1) Can you please tell me about the ways your teaching practice has changed as a result of using Facebook for professional learning?
    Prompts: What can you identify that you do differently? What have you taken in a different direction? What have you expanded? What have you introduced? What have you taken out of your teaching? Are these sustained changes? Or short term? Why?

2) What physical/material evidence do you have to demonstrate the influence on your classroom practice?
    Prompts: Hard copy or electronic teaching resources you have constructed? Teaching approaches you've constructed? Classroom displays? Classroom routines? Do you share any of these with colleagues? How? Do you share more widely?

3) In what ways has your use of Facebook for professional learning made you think differently about your teaching practice?
    Prompts: Thinking about ways you might introduce topics/concepts/issues to students? Ways you may allow/accept student demonstration of learning? Devices and/or resources you may include in your teaching?

4) In what ways has your use of Facebook in this area made you think differently about being a teacher?
    Prompts: Thinking about your role as a teacher? The way you interact with students? Your expectations of yourself? Your teacher identity? Teacher efficacy? Do you consciously consider any changes you're experiencing?

5) What learning that you experience through Facebook use influences your teaching practice?
    Prompts: How do you determine that you have experienced learning? What is the difference for you between simply getting resources and experiencing professional learning? What links can you identify between your Facebook use and experiencing professional learning? Do you reflect on the influence of your Facebook-related professional learning action on your teaching practice?

Appendix E. Teacher Diaries. Facebook use Record
Spreadsheet: Teacher Facebook use record over one week

Date	Duration	WHY? (Motivation / Reason)	WHAT? (Features / items)	Other resources	Other people	Result / effect
Example: 5/5/2018	*2 hrs (1hr + 30m, + 2x15m)*	*Scrolling, noticed an article about Jane Austen's vocabulary*	*Teaching Reading Facebook Group*	*DE&T Curriculum docs on writing*	*Ellen*	*We're identifying 2 passages in Y.10 class text for language analysis – author use of vocabulary*

Additional comments:

Appendix F. Themes and Subthemes – Codes and Definitions

Personal / professional experience (PPE)		*Relationship between teacher personal and professional use of Facebook related to professional learning; interaction of personal and professional understandings and experiences related to and influencing Facebook use for professional learning*
	Blurred boundaries (BB)	When teachers refer to lack of distinction between personal & professional interests, actions, lives, worlds or F'b use. Where teacher role, sense of self or learning experiences are seen to extend across personal & professional lives. Where there is no clear distinction between personal & professional learning experiences.
	Professional usefulness growing from personal use (PgP)	Where personal, non-professional action, (occurring through personal interest or enjoyment), develops into professional use &/or professional learning action; teachers identifying professional usefulness emerging from personal interaction and making connections to teaching practice, teacher role or professional learning;
	Personal connections & interaction (PCI)	Ways existing relationships influence teacher engagement with PLO's on F'b; personal & professional relationship/interaction & F'b use; professional use growing from personal relationship; feelings about existing personal interaction with F'b, feelings of personal comfort using F'b, attitude to using F'b for PL arising from experiences with F'b use; considerations of personal privacy;
	Professional appropriateness (PA)	Understandings of professional appropriateness of using F'b for PL and influence on teacher use; awareness of individual professional role, vulnerability & profile related to F'b use; consideration of ways others view professional appropriateness of using F'b related to teaching & PL; conflicted feelings associated with F'b use and teacher role, and of time used; issues of authenticity of information/ interactions and publication ownership; attitudes or expectations (self or others) of the purpose of F'b – social/personal or professional
Incidental / purposeful use of F'b (IP)		*Purposeful and incidental use of Facebook for professional learning and the relationship between the two; ways teachers use and interact with Facebook, both incidentally and purposefully, and Facebook features influencing the manner of teacher interaction; influence of interactions on professional learning and practice.*
	Incidental use (IU)	When teachers go onto F'b to have a look, scroll, see what is happening; teachers enter F'b with no

		particular intention related to PL, but may be, consciously or unconsciously, alert to professional learning opportunities
	Incidental use turned to purposeful action (I2P)	When incidental action turns into professional learning; when there is a turn from incidental interaction with F'b; use beginning as incidental action changes to having purpose for PL, informing teaching or contributing to development of the teacher role; when teachers refer to their alertness for learning opportunities or readiness or inclination to respond to stimuli and engender learning opportunities;
	Purposeful use (P)	When teachers access F'b newsfeed, groups or teacher resource pages to look for particular resources, or to find resources related to immediate or future teaching; teachers searching, accessing, storing or sharing material, ideas, resources, or asking or answering questions about teaching, professional learning or teacher role; agentic use of F'b for individually-appropriate learning
	Interrelationship of teacher & F'b action (ITF)	When F'b processes or structures restrict, mediate, or assist teacher use for PL or PLO's; when teachers use F'b structures or processes to assist them with PL or identifying PLO's; When teacher activity of using F'b for PL, influences further PL action using F'b or another form of digital technology or social media, or individual or collegial non-digital action; when lay-out, mode of communication (writing), advertising, social interaction, or perceived focus of F'b are seen to influence PLO's; when teachers perceive F'b as an active participant in the interrelationship & PL action
Continuing conversations including F'b (CC)		*Professional, collegial conversations which include Facebook communication, unbounded by time and place. Conversations may begin with Facebook interaction and continue on Facebook, or move onto another electronic platform or into 'real life' conversations; OR, conversations may move onto Facebook from another source as part of the conversation flow for professional learning; teachers in continuing conversations with Facebook*
	Collegial, constructive (Cln)	Professional conversations, beginning on Facebook, that are generative, collaborative & constructive for teaching, developing classroom practice, planning, & curriculum application or development, or development of teacher role; may continue on F'b through tagging, sharing, or messaging, or move to another space through emailing or f2f interaction
	Conversations across place (Cap)	Facebook conversations moving across place in relation to on-site & off-site colleagues, external experts/ mentors, OR, can relate to varied places

		teachers engage in the conversations – school, home, public spaces, other private places
	Always on, open-ended, across time (Aot)	Relates to the ongoing nature of teacher Facebook-action-related conversations, extending over time, and continuing as convenient for personal access; conversations can be resumed at different times, and can lead to further conversations; may relate to the always on feature of Facebook, its accessibility with no time limitations, synchronous & asynchronous action availability, and convenience of accessibility.
	Weaving across platforms, (WP)	Conversations that include F'b action or interaction, and move across several platforms or flow back and forth between two platform; may move from F'b to other SM or electronic platforms, or to real life individual or collective conversations; OR, may begin on another platform or in real life, moving to F'b or including F'b conversation at some point; conversations can move seamlessly back & forth using different platforms influenced by teacher daily lives & tasks
Professional learning experienced (PL)		When teachers refer to their learning using F'b or the type of learning they experience using F'b; when they talk about the process of learning they use or experience using F'b, or reflect on, or classify the type of learning they experience; the influence using F'b has on them as teachers and understanding of teacher role, on their daily teaching practice, planning, or curriculum design or interpretation, or on their professional learning