

Online teacher professional development: A research synthesis on effectiveness and evaluation; (Technology, Knowledge and Learning) Teacher
evaluation of OTPD with regard to ,Organisation – Access – Navigation‘ and ,Time frame and requirements‘

First author	Organisation - Access - Navigation	Time frame and requirements	Notes
Al-Balushi (2015)	X	X	
An (2018)	X	X	
Arifani (2020)	X	X	
Arifani (2019)	X	X	
Aykan (2022)	neg: tech issues	neg: time management (course schedule)	
Barquero (2018)	X	neg: more time for theoretical work	
Boltz (2021)	X	X	
Bosch (2019)	X	X	
Boulay (2013)	X	X	
Boumadan (2020)	X	X	
Brennan (2018)	neg: number of choices overwhelming, confusing navigation	X	
Brodahl (2016)	pos: organization/structure	X	
Budiastra (2020)	X	X	
Bustamante (2013)	neg: no help desks	X	
Chaipidech (2022)	X	X	
Chien (2022)	pos: easy access, amount of assignments	pos: duration of sessions	
Ching (2014)	X	X	
Choi (2014)	X	X	
Clary (2017)	X	X	
Compen (2021)	X	X	
Correnti (2021)	X	X	
Dahri (2022)	pos: easy access, navigation, organization/structure	X	

Dahri (2021)	X	X
De Santo (2016)	X	X
Diac (2014)	pos: communication with system engineer+management team neg: more instructional information	X
Ding (2015)	X	X
Engeness (2020)	X	X
Francis-Poscente (2013)	X	X
Gamrat (2014)	pos: goal setting	X
Giberti (2022)	X	X
Golding (2018)	X	X
Gunawan (2021)	X	X
Gunter (2017)	X	X
Gynther (2016)	X	X
Hafour (2022)	X	X
Hall (2013)	X	X
Hanline (2013)	X	X
Herbert (2016)	pos: navigation, number of participants neg: tech issues	neg: time management (course schedule)
Hinostroza (2021)	X	X
Ho (2016)	pos: organization/structure, easy access	pos: time for practice and reflection
Hrytsenchuk (2021)	pos: easy access neg: lack of rules how to interact, security issues	X
Huilcapi-Collantes (2020)	X	X
Irfannuddin (2021)	pos: provision of a certificate	neg: duration of activities
Jen (2022)	X	X
Jimoyiannis (2013)	pos: organization/structure	neg: more training hours, time management (course schedule)
Jocius (2022)	pos: help desks, amount of information, knowing what to expect	X

Joubert (2020)	X	pos: duration of activities	
Kandlhofer (2021)	neg: cumbersome handling, organization/structure, tech issues	neg: too little time between f2f-units	
Kao (2014)	X	X	
Kaul (2018)	neg: more participants needed	X	
Kennedy (2019)	neg: access problems, more instructional information	neg: time management (course schedule)	
Kim (2020)	X	X	
Knie (2022)	X	pos: duration of sessions neg: too long online sessions	sessions too long for 50% of teachers
Krasnova (2019)	pos: easy access, navigation	X	
Laurillard (2016)	X	X	
Lazarinis (2019)	pos: navigation, organization/structure pos/neg: amount of assignments (too high vs. too low)	neg: time management (course schedule)	
Lee (2020)	X	X	
Lee (2014)	X	X	
Lee (2016)	X	X	
Luebeck (2017)	neg: missing lesson goals	neg: time management (course schedule)	
Lynch (2021)	X	X	
Mailizar (2021)	X	X	
Marchak (2021)	X	neg: time management, too long online sessions, more breaks needed	
Marocco (2019)	pos: easy access	X	
Martínez (2020)	pos: organization/structure, navigation	neg: time management (course schedule)	
Mavroudi (2018)	X	X	
McConnell (2013)	neg: tech issues	pos: having deadlines (course schedule)	
Michos (2020)	X	neg: more time for reflection	
Milewski (2018)	X	X	
Moen (2018)	X	X	
Mswazie (2019)	X	X	
Murai (2020)	X	X	

Mystakidis (2021)	pos: easy access, organization/structure, navigation, knowing what to expect	neg: time management (course schedule)	
Ndlovu (2018)	pos: knowing what to expect	neg: access problems	neg: time management (course schedule)
Onguko (2014)	X		X
Papadakis (2012)	pos: organization/structure		X
Pombo (2016)	X		X
Power (2016)	X		X
Ramírez-Montoya (2017)	neg: access problems	neg: time management (course schedule)	
Ravitz (2017)	neg: access problems		X
Reeves (2012)	neg: access problems, more tech assistance		X
Riel (2021)	X		X
Russel (2019)	pos: organization/structure		X
Sahin-Topalcengiz (2020)	pos: easy access neg: access problems, lack of f2f sessions		X
			some techers with access problems
Saiful (2020)	X		X
Sánchez-Narváez (2017)	pos: combination of f2f and online	neg: tech issues	neg: more time for teachers contributions
Schreiber (2020)	X		X
Şenel (2021)	X		X
Simpson (2016)	X		X
Situmorang (2022)	pos: organization/structure		X
Siyamta (2020)	X		X
Sompong (2016a)	X		X
Sompong (2016b)	pos: organization/structure, navigation, combination of f2f and online		X
Stevenson (2019)	X		X
Syamsuri (2020)	X		X
Tahiri (2019)	neg: greater use of secondary means of communication	neg: time management (course schedule)	
Tamani (2021)	neg: amount of participants (too high), lack of f2f, organization/structure	neg: time management, more training hours, no fitting time schedule	
Terrazas-Arellanes (2019)	X		X

Tinoca (2013)	pos: clear idea of assessment criteria	X
Topuzov (2021)	X	X
Ulmanc-Ozolina (2019)	neg: tech issues	neg: time management (course schedule)
Ung (2022)	pos: organization/structure	X
Urban-Waldron (2013)	pos: organization/structure	X
Vezetiu (2020)	X	X
Vinagre (2017)	X	X
Vu (2014)	X	X
Walkington (2021)	X	pos: breaks
Wathne (2017)	X	X
Weinhandl (2020)	pos: simple/clear language neg: no goal setting, sometimes overwhelming, security issues	X
Wuryaningsih (2019)	X	X
Xie (2017)	neg: lack of clear expectations, more instructional information, organization/structure	X
Zacharias (2017)	X	X
Zhang (2019)	X	X
Zhou (2020)	X	X
Zimmer (2022)	pos: goal setting	pos: time for reflection

X = not investigated in the study or not assessed by teachers

pos = positively evaluated

neg = negatively evaluated