



## Research Article

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# Utilizing Open Access Webinars to Promote Continuing Professional Development during COVID-19 Crisis in the Philippines

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## Abstract

*This study aimed to evaluate the virtual synchronous continuing professional development (CPD) through webinars organized by a rural university in a developing country. Using quantitative and qualitative methods, the results highlighted the resourcefulness of the organizers to resolve technological and financial limitations prevalent across the preparation and implementation stages. The desire to participate in the narrative of CPD during the COVID-19 pandemic resorted to researching, testing, and utilizing free online platforms to deliver knowledge and skills to a wider audience. Screen sharing and audio-video streaming through social media were enough to facilitate the webinars. The result of the evaluation revealed that the webinars were appreciated by the participants and contributed to the increase in their knowledge of the topics presented. The CPD project also confirms the disparity in resources confronting institutions in developing countries like low internet bandwidth, outmoded internet cable wires, and unreliable supply of electricity. Management systems may be revisited to keep up with the pace in instruction and extension services in the light of changing requirements of the new normal.*

**Keywords:** Continuing Professional Development, Instructional Design, Webinars, COVID-19 Crisis, Philippines

## 1. Introduction

Continuing professional development (CPD) initiatives were moved to online platforms during the COVID-19 pandemic. Pitted against travel restrictions and strict health and safety guidelines, entities such as universities and professional organizations sought ways to impart knowledge, skills, and attitudes in the new teaching and learning environment. Online platforms have become familiar for engagements on the Internet (OECD, 2019) which include continuing professional development activities. The rise in the use of online platforms differs across activities and countries. As reported (OECD, 2021), developed countries have mitigated the negative effects of COVID-19 because they are prepared in terms of economic and technological development, superior infrastructure and connectivity, better digital skills, and wider Internet use.

Webinars are digital technologies used to deliver remote learning through synchronous video contact between trainers and participants (Gegenfurtner et al., 2020). It became the backbone of various continuing professional education during the pandemic. Attendance to this voluntary and self-directed learning strategy enabled users to reduce a perceived skill gap (Poce et al, 2021).

Increased urgency for timely and relevant CPD was observed during the onset of COVID-19 (Harissidagher, 2021). Virtual learning technology has become a trend among teen learners and grown-up educators despite its cost, social influence, and the technical skills attached to it (James et al., 2022).

The conduct of CPD activities in the Philippines followed a similar path. Researchers called for adequate logistical support (Arnilla, 2021; Chin et al., 2022) and government interventions such as teacher-training webinars to ease pandemic teaching (Leonardo & Cha, 2021).

Online continuing professional education is simply bringing the otherwise traditional face-to-face knowledge and skills exchange to the virtual world, thereby increasing its reach and modifying the teaching-learning landscapes. Research on this topic may be categorized into three broad concerns. Attitudes towards webinars illustrate the positive and negative views of users on the modality. The value of webinars relied on its advantages while the challenges presented the difficulties encountered by organizers as well as participants.

## 2. Literature Review

### 2.1 Continuing Professional Education in the Philippines

Beginning 2016, the Philippine Government has required registered professionals to undertake continuing professional development before renewal of professional license card - a requirement when engaging in the practice of any regulated professions. The professional is expected to earn CPD points which vary by profession (Professional Regulation Commission, 2019). Studies have highlighted the interest in Filipino professionals' participation in CPD training. For instance, a study in 2020 ascertained that Filipino nurses believe that CPD training can help them improve skills at work (78.9%) while cost (98.75%) and time-related factors (60.3%) were the major barriers to CPD participation (Palma et al., 2020). On the other hand, Bernardo and colleagues (2020) validated the perceived job demand for new Filipino senior high school teachers may even strengthen the teachers' understanding of the importance of CPD in their jobs.

### 2.2 Significance of webinars during a pandemic

Webinars were relied heavily on as an instructional modality during the pandemic and proved to be beneficial to both speakers and participants. Accessibility is identified as an unintended consequence of a virtual CPD (James et al., 2022; Kisilevsky et al., 2021) as participation would only require a strong internet connection and proper mobile phone or computer (Nair, 2020), thus removing the need for travel (James et al., 2022; Yo et al., 2021a). As such, webinars are affordable which can be attributed to the non-hiring of physical venue, transportation, and accommodation for participants (Nair, 2020). The tool also facilitates the attendance of a wide range of audiences conducive to interactions and provides real-time interaction between speakers and the audience (Gupta & Sengupta, 2021). It is less intimidating because it allows for communication between the speaker and participants, and is more accessible, more personal, and more immediate (Kisilevsky et al., 2021).

Flexibility and convenience (McKinney, 2017; Yo et al., 2021b) enable more speakers and people to participate locally, nationally, and worldwide. Because of the pandemic, travel was restricted, which freed up more time, reduced costs, and simplified logistics, allowing renowned international speakers to participate more than usual and increasing access to participants and panelists who might not otherwise have been able to attend these events. Participants may hail from five continents and a variety of time zones (Kisilevsky et al., 2021). On the other hand, Gegenfurtner et al. (2020) recognized that webinars provided the opportunity to delve further into the topic, study for future examinations, and remotely consult with the facilitators. Webinars are a secure way to deliver education (Cooper et al., 2021) and eco-friendly with a very little carbon footprint from those involved (Nair, 2020).

For Kisilevsky et al. (2021), a webinar is an equalizer among professionals and promotes the

globalization of medical education because it reduces barriers to access to high-quality resources.

### 2.3 Challenges in conducting webinars during a pandemic

Organizing a webinar, however, is without technical glitches. It includes issues in uninterrupted electricity connection (L. Mishra et al., 2020), fast, affordable, and reliable Internet connection (Gegenfurtner et al., 2020; Mlambo et al., 2021; Arnilla, 2021; D. Mishra et al., 2021; Cahyadi et al., 2021), audio/voice issues, length and schedule of webinars (Gegenfurtner et al., 2020;), virtual classroom programs (Gegenfurtner et al., 2020; D. Mishra et al., 2021) generating and sending certificates to webinar participants (Afuan, Hidayat, & Nurhayati, 2021), and limited functionality and number of participants depending on the license of the conferencing tool (Ponachugin, 2021; Bylaitė-Šalavėjienė, 2020). It was demonstrated that it is more accessible and readily available to staff members at a time suited to them (Walker, 2021).

A study identified the ideological difficulties in webinars which include the level of understanding, lack of scope for meaningful interaction, the range for innovative teaching, and mechanical conduct of classes (L. Mishra et al., 2020). The challenges in online teaching include lecturers' lack of skills in conducting online classes, lecturers' lack of competence in integrating technology into the teaching process, and longer time to prepare teaching materials (Abdul Aziz et al., 2021). A systematic review reported that the majority of online professional development programs were mostly asynchronous. However, not enough attention was devoted to the program design features and activities that support beneficial outcomes, as well as the theoretical foundations that influence program design (Bragg et al., 2021). In a virtual CPD conference, online platforms are used while learning sessions, abstract presentations and collaborative activities among participants are transformed into digital format. (Gottlieb et al., 2020).

The studies examined in this review are evaluations of online instructional activities, particularly webinars, for both students and professionals during the COVID-19 crisis. The salient observations demonstrated in these studies have become the basis for claims as regards the usefulness as well as the challenges in using the online platforms to reduce disruption in education. None of the studies reviewed for this paper, however, described the process of conducting webinars from the stages of preparation, implementation, and evaluation.

Studies on continuing professional education largely focused on the technical challenges as well as the impact of its conduct. The present study is conducted to understand the process of organizing a webinar by a small publicly-funded university located in a developing country in the context of a pandemic. Thus, this descriptive case study has the following objectives: 1) *What are the challenges met in the preparation and implementation stages of the webinars?* and 2) *How do participants evaluate the webinars based on an online survey and Facebook posts?*

## 3. Method

This descriptive case study research is focused on a webinar series organized by a publicly-funded university in the central Philippines ("Descriptive Case Study," n.d.). This was employed because the management wanted to understand the challenges and responses of organizing continuing professional development delivered online. For a small university campus that had been operating brick-and-mortar classes since its inception, several challenges presented themselves from the preparation to implementation stages of these CPD initiatives.

A modified 7-item, 4-point Likert scale questionnaire was created in Google Forms to gather survey data of participants' demographics and their evaluation on the three webinars (Missouri Department of Elementary and Secondary Education, n.d.). The posts written by participants on the Facebook chatbox during the broadcast were collected for analysis as regards qualitative data.

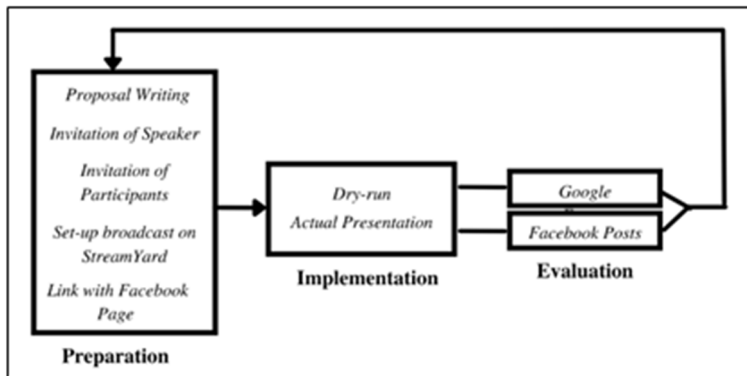
As shown in Table 1, a total of 352 individuals, representing the population, participated and completed the evaluation of the three webinars. Of this number, 103 and 109 participants each for the

first and second webinars, respectively. More participants were recorded on the third webinar with 140. It is further shown that teachers accounted for the highest number of participants with 317 (90.06%) who were the actual target audience of the webinars. Female participants outnumbered the male, with seven out of 10.

**Table 1:** Profile of Webinar Participants

Profile	Webinar No. 1	Webinar No. 2	Webinar No. 3	Total	%
<b>Sex</b>					
Female	72	86	102	260	73.86
Male	31	23	38	92	26.14
<b>Occupation</b>					
Teacher	89	102	126	317	90.06
Student	12	4	0	16	4.55
Office Staff	1	3	7	11	3.12
Physical Therapist	0	0	5	5	1.42
Parent	1	0	2	3	0.85
	103	109	140	352	100.00

In this project, StreamYard® streaming studio was linked to the official Facebook page of the university campus for the live broadcast. Participants would write their comments and questions on the Facebook Page chatbox. Just before the end of the webinar, the moderator would invite participants to respond to the evaluation form through Google Forms. Participants who completed the evaluation received a certificate of participation. In all these processes, the host took notes of the issues and glitches that happen, hoping they would be addressed in the succeeding webinars. These notes facilitated significant insights into the preparation and implementation stages. The activities were reflected in Figure 1.



**Figure 1:** Framework of Activities Involved in Organizing the Webinars

For this study, three methods were employed to analyze available data. First, documentary analysis was used to examine the field notes and informal conversations among organizers detailing the experiences in the preparation and implementation stages. Second, an online survey form was used to evaluate the webinars. Lastly, the posts on the Facebook page were subjected to content analysis. Online survey data was downloaded and cleaned in Microsoft Excel and processed in PSPP (MacDougall & Margaret, 2016) for frequency count, weighted mean, and rank to better understand

the quantitative information. To facilitate interpretation of the mean, the following mean range is adopted: *Strongly Agree*=3.50- 4.00, *Agree*=2.50-3.49, *Disagree*= 1.50-2.49, *Strongly Disagree*=1.00-1.49. A trained research assistant copied all the comments available in the Facebook chat box for each webinar. The first webinar was coded by the author from which a codebook was developed for the current study, a practice informed by a previous study (Decorte et al., 2019). These posts were collected and analyzed to generate the codes.

The coding frame was informed by previous research (Cunha et al., 2016) while Krippendorff's  $\kappa$  alpha (Krippendorff, 2011) was used to determine if there was an agreement between two coders' open coding using an online calculator ("ReCal2 0.1 (alpha)," n.d.)  $\kappa = 0.971$  indicates a high degree of agreement between two coders' judgments where 0 is perfect disagreement and 1 is perfect agreement. Code, definitions, and examples are depicted in Table 2.

**Table 2:** Coding Frame for the Facebook Comments

Code	Definition	Example
Announcement	advisories by the organizers to participants	"Hi guys. Thank you for joining us. Kindly comment your question/s"
Chat	posts of participants addressing other participants' posts	" <i>kumusta kayo jan di naman worst ang situation nyo dahil sa covid (name withheld)?</i> " (How about you? Is the COVID-19 situation not that worst?)
Gratefulness	participants being grateful and congratulate the speakers as well as the organizers for coming up with the webinar	"Thank you po Ma'am. Informative content"
Greeting	the message of the participants to organizers and viewers only contains "good day", "good afternoon, and "hi" including those posted in the local languages	"Good Afternoon po."
Invitation	tagging of individuals who not yet watching or part of the webinar	Tagged accounts withheld
Question	refers to questions asked by participants to the speaker	"Coach some parents during this pandemic times or even before this are busy with their other works and activities. children are left playing cellphones. Any advices or suggestions for parents as of this time on how to coach their children in playing sports at home or just a simple games?"
Request	participants reminding the organizers about an unanswered question, copy of the presentation, links to evaluation, and the like	"I'll pm you sir for me to have a copy of your presentation. Thank you so much. God bless."
Response	posts of participants responding to prompts by the speakers and organizers	"Audio is clear sir!"
Self-introduction	Posts that contain participants' information about their location and affiliation; and may include greetings at the beginning	"Watching from (name of school withheld) High School"
Sharing	refers to ideas and experiences shared by participants related to topics being discussed	"If ever I buy food I always check the nutrition facts especially (sic) the RENI.."

## 4. Results

### 4.1 Research Question No. 1: Challenges Met in the Preparation and Implementation Stages

Part of this stage was the preparation conducted through messaging app, short messaging service, and e-mail because of limited physical transactions in the offices. It involved the preparation of a proposal by the academics affairs unit of the campus submitted and approved by the head of the campus. The proposal states the rationale, specific objectives, mode of delivery, and required logistics. Approved proposals had the names of invited speakers on *pro bono* and agreed on schedules. The organizers would then create the promotional art cards to be posted on the official social media page of the campus.

As the first of its kind in the university, personnel involved had to inform the telecom company about the scheduled webinars to ensure a reliable connection. As a backup, the organizers had to top up their mobile phones with broadband internet credits for Wi-Fi hotspots in the event a telecom connection fails. A dry run followed between the host, moderator, and the speaker which included familiarization with the streaming platform and the sequence of activities. On the appointed schedule, the host would facilitate the entire show by putting the speaker and the moderator on screen and would start the live streaming.

Since no funding was earmarked for paid subscriptions, the organizers had to content themselves with the basic features of a streaming studio with a limited number of participants at a given time, limited length of broadcast, and no virtual background for branding purposes which are already noted in two previous research (Afuan et al., 2021; Ponachugin, 2021). Nonetheless, the free edition of the online platform enabled screen sharing and streaming through the university's Facebook page. Given the limited number of participants on the streaming platform, interactions with participants took place on the social media page during the broadcast.

The first webinar lasted for one (1) hour and 15 minutes. As the scheduled stream was on a Saturday, the host and speaker were staying home. Consistent with documented experiences, this particular webinar demonstrates the flexibility and convenience afforded by webinars (Avila et al., 2011; Elfirdoussi et al., 2020; Yo et al., 2021a) since the speaker was based in a city some 300 kilometers away from the organizers. Banking on a 1mbps internet bandwidth for a home Wi-Fi while the other participants were on mobile data, throughout the stream, both the host as well as the speaker encountered unstable internet connectivity which resulted to host being disconnected many times.

For the second webinar, the original schedule was set also on a Saturday but was postponed ten days later when there was a power interruption in the location of the host. Reminded of the technical challenges of online learning activities, particularly on electricity (L. Mishra et al., 2020), the organizers had to post an announcement to such effect on the official Facebook page of the campus. The location of the webinar became on-campus since it was on a weekday. With a 2MBPS internet allocation, the presentation was interrupted twice when the Internet services went out. Thus, the announcement of the organizers ("*We apologize for the short interruption of our broadcast. Internet issue.*"). The webinar ran for about 46 minutes.

The last webinar had the speaker stay on campus, still with the same internet bandwidth, and was scheduled to cover for one hour. However, due to the meaningful interactions and generosity of the speaker, the session ran for two (2) hours and 8 minutes, the longest of the three webinars. Earlier studies attested to this scenario as well (Gegenfurtner et al., 2020).

In generating the certificates of participation, the organizers had to manually encode the names of participants, convert to PDF format and, attach and send them to participants' emails – comparable to the experience met by the Indonesian researchers (Afuan et al., 2021).

## 4.2 Research Question No. 2: Evaluation of the Webinars

### 4.2.1 Evaluation Based on the Online Survey

Data for the online evaluation is presented first and followed by codes and examples of Facebook posts presented according to webinars.

The results of the online survey are shown in Table 3. The first webinar had an overall rating of 3.65 (Strong Agree). The item *"The speaker was knowledgeable."* registered the highest mean with 3.77 (Strongly Agree). The item *"As a result of this webinar, I gained new knowledge applicable to my work."* received a mean rating of 3.71 (Strongly Agree). Three items *"The session delivered the information I expected to receive."*, *"The subject matter was presented effectively."*, and *"As a result of this webinar, I gained new knowledge applicable to my work."* shared a similar mean score of 3.66 (Strongly Agree). The item *"The duration of the webinar was sufficient for the material covered."* and *"The pace of the webinar was satisfactory."* were rated 3.58 (Strongly Agree) and 3.55 (Strongly Agree), respectively.

Generally, the participants rated items for the second webinar as "Strongly Agree" with 3.50. The item *"The speaker was knowledgeable."* registered the highest mean rating of 3.58 (Strongly Agree), followed by the item *"I plan to apply what I learned in this webinar."* with 3.55 (Strongly Agree). The respondents rated the item *"As a result of this webinar, I gained new knowledge applicable to my work."* as Strongly Agree (3.52). The item *"The subject matter was presented effectively."* had a mean rating of 3.51 (Strongly Agree) closely followed by the item *"The session delivered the information I expected to receive."* with 3.50 (Strongly Agree). The items *"The pace of the webinar was satisfactory."* (3.44) and *"The duration of the webinar was sufficient for the material covered."* (3.43) were both evaluated as "Agree".

For the third webinar, the overall mean rating is 3.11, described as "Agree". Of the six items, *"The subject matter was presented effectively."* was rated 3.15 (Agree). The items *"As a result of this webinar, I gained new knowledge applicable to my work."* and *"The session delivered the information I expected to receive."* had a similar mean rating of 3.14 (Agree). Closely following is *"The speaker was knowledgeable."* with 3.13 (Agree). Also, the respondents assessed items *"As a result of this webinar, I gained new knowledge applicable to my work."* (3.09) and *"The pace of the webinar was satisfactory."* (3.08) as "Agree".

The rating of each item ranked by webinars indicated that the item *"The speaker was knowledgeable."* topped the list. This is followed by the item *"I plan to apply what I learned in this webinar."* which is reminiscent of a previous study where webinars had enabled users to reduce a perceived skill gap (Poce et al., 2021) and also supportive of the conceptualizations of Filipino professionals on CPD (Bernardo et al., 2020; Palma et al., 2020). In consonance with the positive attitude of participants toward web-based training (Avila et al., 2011; L. Mishra et al., 2020; Yost et al., 2016), the item *"The subject matter was presented effectively."* was positioned in the third rank. The items *"The session delivered the information I expected to receive."* and *"As a result of this webinar, I gained new knowledge applicable to my work."* were ranked 4<sup>th</sup> and 5<sup>th</sup>, respectively. These are indications of accessibility (Elfirdoussi et al., 2020; James et al., 2022) and usefulness (Yo et al., 2021b) of the webinars as tools to deliver CPD and perceptive of face-to-face CPDs as costly and time-consuming (Palma et al., 2020). The evaluators ranked the item *"The pace of the webinar was satisfactory."* in sixth place which may be explained by the interruptions caused by internet and power outages. On average, the webinars lasted for less than 90 minutes following Gegenfurtner et al., (2020) which the participants may find wanting, thus the bottom ranking of the item *"The duration of the webinar was sufficient for the material covered."* As noted in earlier research, having an intervention such as a webinar is better than nothing (McKinney, 2017).



**Table 3:** Participants' Online Evaluation

Item	Webinar 1		Webinar 2		Webinar 3		Rank
	Mean	Rank	Mean	Rank	Mean	Rank	
The session delivered the information I expected to receive.	3.66	3	3.50	5	3.14	2	4
The subject matter was presented effectively.	3.66	4	3.51	4	3.15	1	3
The pace of the webinar was satisfactory.	3.55	7	3.44	5	3.08	6	6
The speaker was knowledgeable.	3.77	1	3.58	1	3.13	4	1
The duration of the webinar was sufficient for the material covered.	3.58	6	3.43	7	3.03	7	7
As a result of this webinar, I gained new knowledge applicable to my work.	3.66	5	3.52	3	3.09	5	5
I plan to apply what I learned in this webinar.	3.71	2	3.55	2	3.14	3	2

4.2.2 Evaluation Based on the Facebook Comments

Table 4 enumerates the codes as well as representative examples generated in the analysis of the Facebook posts. For the first webinar, eight codes were generated showing "Gratefulness" having the highest frequency (64 or 28.8%) and followed by "Self-introduction" with 43 (19.37%). The code "Invitation" had 34 or 15.32% while "Greeting" had 31 or 31.96%. On the other hand, "Chat" had 27 or 12.16%, "Question" had 10 or 4.5% and "Response" had 9 or 4.05%.

Six codes were identified in the second webinar. "Greeting" ranked first with more than half of the codes (43 or 48.31%) and was distantly followed by the code "Gratefulness" (23 or 25.84%). The other codes had the following frequency: "Self-introduction" came in third with 12 (13.48%), "Announcement" in fourth rank (5 or 5.62%), "Sharing" in fifth rank (4 or 4.49%), and both "Question" and "Request" in sixth rank (1 or 1.12%).

The third webinar had the highest number of generated codes. The majority of the codes were on "Gratefulness" and "Response" with 55 or 23.91% and 54 or 23.48%, respectively. The other codes include "Self-introduction" in third rank with 48 or 20.87%, "Greeting" in fourth rank with 42 or 18.26%, "Sharing" in fifth rank with 16 or 6.96% and "Question" in sixth rank with 10 or 4.35%. "Announcement" had 3 (1.3%) while "Request" and "Invitation" both had 1 (0.43%).

In terms of rankings, the following data is revealed. The usefulness of webinars as a teaching-learning activity was established in previous studies (Kumar, et al., 2020; Yo et al., 2021a, 2021b), which could help explain why the code "Gratefulness" (142) to the organizers obtained the highest rank. It is followed by "Greeting" (116). The code "Self-introduction" (103) was third. The codes "Response" (63) and "Invitation" (35) were on the fourth and fifth ranks, respectively. Coming in sixth was "Chat" (27) while on the seventh rank was "Question" (21). Results also exhibited that sequentially, the codes "Sharing" (19), "Announcement" (11), and "Request" (3) were on the 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> ranks.

**Table 4:** Ranking for Facebook Comments

Codes	Webinar No. 1	Webinar No. 2	Webinar No. 3	N	Overall Rank
Announcement	3	5	3	11	9
Chat	27	0	0	27	6
Gratefulness	64	23	55	142	1
Greeting	31	43	42	116	2
Invitation	34	0	1	35	5
Question	10	1	10	21	7
Request	1	1	1	3	10
Response	9	0	54	63	4
Self-introduction	43	12	48	103	3
Sharing	0	4	16	20	8
<b>Total</b>	<b>222</b>	<b>89</b>	<b>230</b>	<b>541</b>	



## 5. Discussion

The present study sought to describe the challenges met in the preparation and implementation of webinars organized by a rural university in the central Philippines during the COVID-19 crisis. It also includes the evaluation made by the participants based on an online questionnaire and Facebook comments.

In this study, the researcher highlighted the importance of resourcefulness like relying on readily available tools. Due to a lack of funding for paid subscriptions to the online platforms, organizers had to use the free online platform with limitations in terms of the number of participants and features. The situation was not unique to this experience as this was observed in previous studies as well (Bylaitė-Šalavėjienė, 2020; Ponachugin, 2021). Nonetheless, the said platforms had allowed the hosting of webinars.

Unstable internet connectivity was the primary technical issue during the implementation stage, an issue present in other webinar projects (Arnilla, 2021; Cahyadi et al., 2021; Gegenfurtner et al., 2020; D. Mishra et al., 2021; Mlambo et al., 2021). Repeated requests for the increase of internet bandwidth did not materialize due to fiscal policy issues and non-fiber connections leading to the campus. Electrical power interruption was also a problem noted during the period (L. Mishra et al., 2020).

Based on the online evaluation, participants assessed the speakers as knowledgeable and planned to apply the learnings despite the identified shortcomings. Facebook comments reported the gratefulness of participants to the organizers of the webinars. This is indicative of the observation of McKinney (2017) that hosting a webinar is better than nothing.

The use of Facebook Live as a platform to disseminate webinars demonstrates the utility of online social media as both a discursive space and a medium of feedback (Shepherd et al., 2015). It became a platform for interactions like sharing information and understanding between speakers and participants and participant-to-participants happened in the Facebook comments. It provided both speakers and participants of professional development activities the accessibility, flexibility, and convenience (Avila et al., 2011; Elfirdoussi et al., 2020; James et al., 2022; Yo et al., 2021a) while staying at home during the height of the COVID-19 pandemic.

## 6. Conclusion

The current study showcases the resourcefulness of a university situated in a developing country in conducting virtual synchronous continuing professional development activities. The desire to take part in the narrative of online continuing professional development during the COVID-19 pandemic is well documented despite technological and financial limitations.

As regards the challenges met in the preparation and implementation stages, resourcefulness, as an encompassing theme, would explain the actions and decisions of the organizers. The availability of free online platforms to distribute CPD lessons was a welcome scenario during the critical period of the transition to emergency remote teaching and learning. The basic requirements for screen sharing and audio-video streaming through social media were enough to deliver continuing education to professionals and interested parties alike.

In this study, the disparity in resources was underscored by the low internet bandwidth allocation (home and office Wi-Fi and mobile data services), outmoded internet cable wires, and unreliable supply of electricity. The study also exposed the systems and procedures that require updating to keep up with the changing pace in instruction and extension and community involvement.

Lastly, the webinars contributed to the increase in knowledge of participants to warrant their gratitude. Both the qualitative and quantitative data show that any online platform to share knowledge and skills can help a bigger audience understand the new realities of the new normal is well appreciated.

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