

# The Impact of E-Aishi Interactive Professional Quality Module to Preschool Teacher Character Development: A Scoping Review

Badhrianawati Haji Bidin<sup>1</sup>, Romarzila Omar<sup>2\*</sup>

Institut Pendidikan Guru Kampus Gaya, 88805 Kota Kinabalu, Sabah<sup>1</sup>

Fakulti Pembangunan Manusia, Universiti Pendidikan Sultan Idris, 35900, Tanjong Malim, Perak<sup>2</sup>

\*Corresponding author

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.907000167>

Received: 30 June 2025; Accepted: 04 July 2025; Published: 05 August 2025

## ABSTRACT

This study aims to design and develop the e-AISHI Interactive Professional Quality Module for the character building of preschool teachers. The objectives of this study are to identify the level of need for module development, to design and develop the module and finally to evaluate its usability. This study employs a multimethod approach using the Design and Development Research (DDR) framework, which consists of three phases. Phase 1 involved 350 preschool teachers to analyse the level of need for module development. Data analysis in this phase was conducted using the Statistical Package for the Social Sciences (SPSS 27). In Phase 2, ten experts were involved in validating the content of the draft module. Data were analysed using the Fuzzy Delphi Method (FDM). In Phase 3, three experts were selected to determine the validity and reliability of the draft module. Data analysis for this phase employed the Cohen's Kappa Index Calculation Technique. Subsequently, 21 preschool teachers were selected as participants to assess the usability of the draft module using the Nominal Group Technique (NGT). Findings from Phase 1 indicated a high level of need for module development, with more than 59.7% of respondents strongly agreeing with 11 items, while the rest agreed. The Cronbach's Alpha value recorded was 0.946. In Phase 2, the threshold value (d) was found to be 0.047, which did not exceed the 0.2 threshold. This indicates a high level of expert consensus and acceptance of the draft module. In Phase 3, the validity and reliability analysis of the draft module recorded a Kappa value of 1, showing that the module's validity and reliability were at an excellent level. During the usability evaluation phase, based on expert consensus through the Draft Module Usability Evaluation Form, 16 items recorded 100% agreement, and 3 items reached 95.2%. This demonstrates that the module is generally appropriate and accepted by the experts. The final outcome of this study is the development of the e-AISHI Interactive Professional Quality Module, which contributes to the character building of preschool teachers. This study provides implications for theory, preschool teachers, the field of knowledge and practical application.

**Keywords:** Interactive Module, Professional Quality, Preschool Teachers, Character Building, Fuzzy Delphi Method (FDM), Cohen's Kappa, Nominal Group Technique (NGT), Design and Development Research (DDR)

## INTRODUCTION

In the landscape of early childhood education, the professional development of preschool teachers plays a vital role in shaping holistic character development. Teachers are not merely knowledge transmitters but also agents of value formation, ethics and personality development in children at the most foundational stage (Abate & Mamo, 2024). The increasingly complex demands of professionalism today require preschool teachers not only to master pedagogy and teaching strategies but also to possess strong character that reflects integrity, empathy and high socio-emotional competence (Sarisöy & Erişen, 2025).

Various previous studies have emphasized the importance of online professional development (Wu et al., 2025;

Gunawan et al., 2024), the effectiveness of coaching and practice-based learning (Dennis et al., 2024), as well as the role of media and digital literacy (Hasibuan et al., 2024; Hunt et al., 2024). However, the majority of these professional training modules focus more on pedagogical aspects, teaching techniques or specific interventions (e.g., shared reading, motor skills, teacher-child interaction) rather than explicitly and comprehensively developing the character of teachers. For instance, modules such as SKIP Cymru in Wales (John et al., 2024) and REDI in Native American communities (Welsh et al., 2024) have had an impact on teaching practices but do not directly target the development of professional values in teachers as their main objective.

Furthermore, although there is a growing body of research on social-emotional skills (Zins & Elias, 2024; Ozgen & Korkmaz, 2025), there remains a lack of character development modules that are systematically organized, interactive and tailored to local contexts. This is in line with findings by Van der Westhuizen and Hannaway (2024), who highlight the need for authentic and contextual professional development to empower teachers' personalities. Similarly, Abate and Mamo (2024) suggest that preschool teacher training should be based on real-world, reflective practices, especially in developing countries.

In this regard, this study was conducted to design and develop the e-AISHI Interactive Professional Quality Module—an innovative initiative that aims to foster holistic character development in preschool teachers. The module was developed using a Design and Development Research (DDR) approach, which comprises three main phases: needs assessment, content validation and usability evaluation. Several scientific analysis methods were employed, including the Fuzzy Delphi Method (FDM), Cohen's Kappa and the Nominal Group Technique (NGT) to ensure the module's accuracy, validity and reliability.

The study found a high need for module development, supported by strong expert validation and positive teacher reception. This proves that e-AISHI Interactive Professional Quality Module is not just a training tool but a strategic effort capable of driving comprehensive and impactful transformation in teacher character development. The module is expected to make a significant contribution to early childhood education practices, support policy makers and strengthen the field of professional development for preschool teachers.

### **The E-Aishi Module as A Tool for Character Building Among Preschool Teachers: An Interactive and Positive Psychology Approach**

In today's increasingly challenging educational landscape, the character development of preschool teachers has become more critical than ever. Teachers must not only possess pedagogical skills but also inner strength, emotional stability and a strong sense of self-worth. The e-AISHI Interactive Professional Quality Module was developed as an interactive platform that targets comprehensive self-development through reflection-based approaches, multimedia support and the subtle embedding of positive values.

The primary goal of the e-AISHI module is to provide a space for self-reflection, enabling users to recognize their inner strengths which may have previously gone unnoticed or unappreciated. This process occurs through the delivery of positive messages in the form of interactive videos designed to touch the users' subconscious minds. In this way, users absorb messages of strength and love that can shape a new, more positive and emotionally stable character.

The structure of the module is driven by the acronym A.I.S.H.I., which represents five core values: Attitude, In Love, Secure, Harmony and Intelligent. Each value is conveyed through a specially titled video in an ethnic language that holds deep meaning. There are '*Kosonongon Nopo Nga Daton (Happiness Belongs to Me)*' for Attitude, '*Lisi Ku Kumaa Dika (My Love for You)*' for In Love, '*Pataamo No Topurimanan Do Araatan (Let the Hatred Fade)*' for Secure, '*Au Oku Nodi Orosian (I'm Not Scared Anymore)*' for Harmony and '*Miampai Diau Otumbayaan (With You, I Am Confident)*' for Intelligent. The Intelligent theme includes five sub-pages (Abaah 1 to Abaah 5), each delivering messages progressively allowing users to experience a staged process of value reinforcement.

The uniqueness of this module lies in its interactive approach. Developed using PowerPoint and integrated with

various social media elements. The module delivers its content through videos and user-friendly click-button navigation. Furthermore, it can be accessed offline, making it more inclusive and easily accessible to a wide range of users without dependence on internet connectivity.

In terms of assessment, the module does not emphasize traditional forms of evaluation such as tests or quizzes.

Instead, it relies on self-reflection and behavioural change as indicators of success. This aligns with the principles of positive psychology which emphasize an individual's inner strengths, emotional well-being, and the cultivation of hope and self-confidence.

In the field of early childhood education, teachers are not merely knowledge transmitters but also role models and character builders for young children. Therefore, the need to develop preschool teachers who are well-balanced in cognitive, affective and moral domains has become increasingly essential. The e-AISHI Interactive Professional Quality Module is an innovative tool in self-development training that emphasizes character building through interactive approaches, positive psychology and deep reflection. This module is not only based on technological design and multimedia creativity but can also be aligned with several key educational and psychological theories that support its effectiveness.

According to behaviourist theory, human behaviour is shaped by stimulus and response. Ivan Pavlov through his experiments with dogs, introduced the concept of classical conditioning, while John B. Watson emphasized that human Behaviour can be shaped and altered through the control of external stimuli. The e-AISHI module applies this principle by delivering positive messages through interactive videos and emotionally impactful visuals, which act as repeated 'stimuli' to the user. When users hear affirmations such as '*Happiness belongs to me*' or '*With you, I am confident*' repeatedly, it triggers a form of emotional conditioning that soothes the mind, leading to internal responses such as increased self-confidence, affection and emotional regulation.

Sigmund Freud highlighted the importance of the subconscious mind and the internal conflicts between the three core elements: id, ego and superego. The e-AISHI module addresses this dimension by being intentionally designed to implant positive affirmations into the user's subconscious mind. This is evident in the module's objectives which emphasize embedding positive suggestions into the subconscious to reconstruct suppressed inner strength. Through this process, the internal conflict between instinct (id), reality (ego) and moral values (superego) can be harmonized, thereby enhancing the psychological stability of individuals especially vital for preschool teachers facing emotionally demanding roles.

Aristotle introduced the concept of eudaimonia or true happiness which can be achieved through moral character development and the practice of virtue ethics. He believed that moral development occurs through the repeated performance of good actions until they become habits. The e-AISHI module serves as a tool for ethical practice by promoting mental and emotional training rooted in values such as love, harmony, self-confidence and emotional safety. The video messages encourage users to consistently practice positive values enabling them to form a professional character aligned with Aristotle's idea of a *virtuous person*.

Lev Vygotsky emphasized that learning occurs when individuals actively construct meaning, not merely receive information passively. This construction happens through social interaction and meaningful experiences. The e-AISHI module provides users the opportunity to interpret video messages based on their own life experiences. Through reflective activities and self-directed navigation in the module, users develop personal and contextual understanding. The use of social media and culturally relevant titles (in local ethnic languages) also enriches the socio-cultural aspect of learning as emphasized in Vygotsky's.

In conclusion, the e-AISHI Interactive Module represents a meaningful advancement in teacher development, particularly in nurturing the professional character of preschool educators. By seamlessly integrating technology with expressive multimedia and grounding its design in established psychological and ethical theories, the module provides a comprehensive approach to character building. It incorporates behaviourist principles through the repetition of positive affirmations, leverages psychoanalytic theory by targeting the subconscious mind,

applies Aristotle's virtue ethics through the reinforcement of moral values and embraces constructivist theory by encouraging self-reflection and culturally relevant learning experiences.

Through this multifaceted approach, the module addresses not only cognitive and professional needs but also the emotional and spiritual well-being of educator's qualities that are increasingly vital in today's complex and demanding educational environment. Its design encourages users to engage deeply with their own growth, fostering resilience, emotional stability and a renewed sense of purpose in their roles as early childhood educators.

Given its strong theoretical foundation and practical potential, the e-AISHI module should be considered for further development into a nationally recognized teacher training certification or a policy-ready foundational training kit. Such institutionalization would allow for broader implementation across various educational settings, ensuring that its positive impact reaches a wider audience of teachers. In doing so, the module could play a pivotal role in elevating the standard of early childhood education at the national level.

## MATERIAL AND METHOD

This study was conducted to address a critical need in early childhood education, particularly in the area of character development among preschool teachers—an area often overlooked in existing professional development initiatives. In this context, teachers not only function as knowledge facilitators but also serve as role models and creators of a positive learning environment. Therefore, an emphasis on values, ethics and teacher personality is essential to ensure the holistic development of children.

To ensure a robust and comprehensive foundation for this study, the scoping review approach was selected as the research design. This method is appropriate for the study's exploratory and broad objective, especially in mapping the breadth of literature related to character development in preschool teachers. Unlike systematic literature reviews (SLR), which aim to answer specific research questions through high-quality evidence synthesis using frameworks such as PICO, scoping reviews allow researchers to explore topics more broadly, identify knowledge gaps, and collect various existing approaches and models. This method aligns with the guidelines of Arksey and O'Malley (2005) and the Joanna Briggs Institute (Peters et al., 2020), which recommend its use in under-explored research areas.

In this study, a literature mapping of 14 previous articles was carried out to identify the extent of existing studies addressing teacher character development. The mapping revealed that most prior studies focus more on pedagogy, technology and teaching skills, with only a few delving deeply into aspects of values or personality within professional teacher training. Hence, this study addresses the gap by contributing a professional development module that is holistic, contextual and systematic—namely, the e-AISHI Interactive Professional Quality Module.

To develop the module, the Design and Development Research (DDR) approach was applied, allowing for development based on actual needs and systematic staged evaluations. The module is contextually designed to suit the Malaysian education environment and aims to have a long-lasting impact on preschool teachers' character and professionalism.

Furthermore, the strength of this study's methodology is supported by a mixed-methods approach, including:

- Fuzzy Delphi Method (FDM) to achieve expert consensus on module content;
- Cohen's Kappa to validate the reliability and consistency of the items;
- Nominal Group Technique (NGT) to assess usability from the perspective of real users.

These methods not only enhance the precision and credibility of findings but also ensure that the developed

module is practical and usable in various teacher training contexts.

Overall, the scoping review approach has provided a solid empirical foundation for the construction of the e-AISHI Interactive Professional Quality Module and has made a meaningful contribution to the literature on preschool teacher professional development—particularly in the area of character and values. This module has the potential to be utilized by the Ministry of Education, teacher training institutions, and other stakeholders as a reference in designing more holistic and high-impact intervention programs.

Finally, this study also supports the achievement of Sustainable Development Goal (SDG) 4: Quality Education, through the strengthening of teacher professionalism grounded in ethics and integrity, ensuring access to comprehensive and high-quality early childhood education.

This research article employs the six-step methodology developed by Arksey and O'Malley (2005) as explained in the below section:

Steps (1): Identifying the research question to be carried out. The investigation of e-AISHI Interactive Professional Quality Module is the main topic of this research paper. The following research questions are presented in this research so that a wider range of literature may be gathered: Basically, the key questions are; what are the impact of the e-AISHI Interactive Professional Quality Module? What are the themes of e-AISHI Interactive Professional Quality Module in the context of professional quality in educational institutions? What is the nature of the existing scientific literature e-AISHI Interactive Professional Quality Module styles among other model in Early Childhood Education field?

Steps (2): Identify past research that is relevant to the objectives of the scoping review. To guarantee a comprehensive review of the available literature, relevant search phrases were used. Three established databases—Web of Science (WoS), Scopus and ERIC—that offer top publications from related disciplines such as professional development, preschool teacher, teacher Professional Development, teacher training, professional competences, online professional development, online Pd, online development training and online teacher professional development were used for thematic search. As a result, e-AISHI Interactive Professional Quality Module involving preschool teachers in professional development have been gathered utilizing the major themes and search phrases that have been established (Figure 1).

Step 3: Select the articles that are suitable for analysis. For the publications that were taken into consideration for analysis, this scoping review defined particular inclusion and exclusion criteria. Firstly, only publications in the context of education were included. Secondly, only research articles qualified to be included for the scoping review. Therefore, conference papers, book chapters, conference reviews, and books are excluded and removed from the list. Thirdly, only English language papers published in 2024 to 2025 are included (Figure 1).

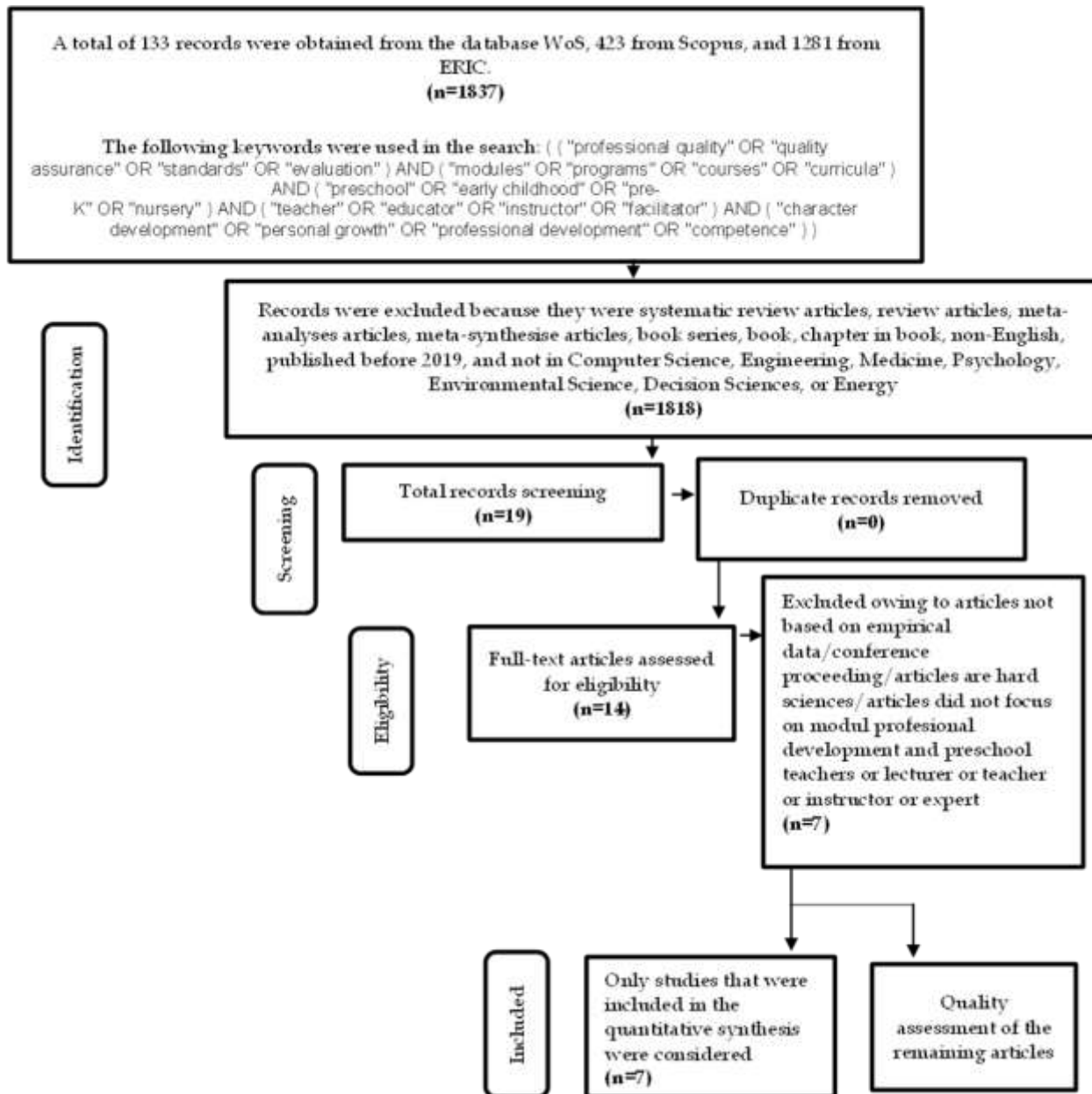
Step (4): Charting the data to be presented. To aid the thematic and comparative analysis, Microsoft Excel is used to illustrate the data in graphical presentation. In order to facilitate understanding of the findings and to answer the research questions, a 7 comprehensive table is presented with information about the author's name, year of publication, studied variables, implications of the research, major themes, and sub- themes.

Step (5): Collating, summarizing, and reporting the data. In order to comprehend and present a strong discussion on the impact of e-AISHI Interactive Professional Quality Module among preschool teachers in character building. The findings were reorganized according to the topics, major themes and sub-themes accordingly. Each article is now classified and discussed based on themes and sub themes that were identified as a consequence of thematic and comparative analysis (Table 1). Figures 2 and 3 present the characteristics of the scientific literature that has been published.

Step (6): Discussion of the results. The outcomes of the research findings are elaborated in the context of the objectives of this paper. As this topic is relatively new among educators, limitations and general suggestions for future studies to intensify research on the impact of e-AISHI Interactive Professional Quality Module among preschool teachers in character building are discussed. The last step is a conclusion.

## FINDINGS

Explain about the PRISMA table.



Rajah 1: Flow diagram of research selection process using Preferred Reporting Items for Systematic Reviews (PRISMA) adapted from a study by Moher et al. (2015)

## MAIN FINDINGS

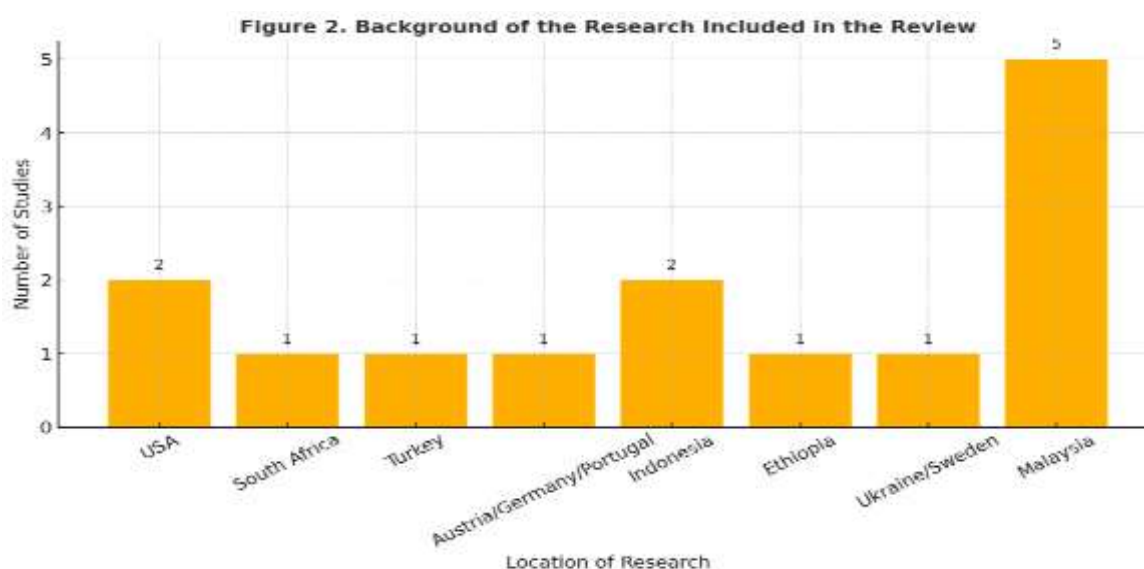
Table 1. Charting the data

No.	Publication Location	Variables/ Construct	Impact of Modul Interactive Kualiti Profesional e-AISHI	Sub-Theme	Theme
1.	USA	Teacher Beliefs, SEL Competency	Strengthens teacher self-efficacy and emotional-social awareness	Professional Confidence; SEL Integration	Character & Professional Identity

2.	South Africa	Authentic Caring, Online PD	Promotes humanistic values and care-oriented teaching culture	Authenticity; Ethics Practice in	Values & Ethical Foundation
3.	Turkey	SEL Professional Development	Improves socio-emotional competencies through structured PD	Emotional Competence; Reflective Practice	Character & Professional Identity
4.	Austria/ Germany/ Portugal	Interaction Quality, Blended Learning	Fosters meaningful teacher-child interaction and communication	Classroom Engagement; Communication	Professional Practice & Quality
5.	Indonesia	Media Literacy; Online PD	Develops critical media use and reflective digital engagement	Digital Competency; Ethical Usage	Values & Ethical Foundation
6.	Ethiopia	Reflective Teaching; Practicum	Bridges theory-practice gap through contextualised learning	Contextual Understanding; Professional Adaptability	Character & Professional Identity
7.	Ukraine/ Sweden	Early Intervention; Inclusive Practice	Encourages inclusive and adaptive character development in diverse settings	Inclusivity; Responsiveness	Values & Ethical Foundation
8.	Malaysia	Usability, Validity, Reliability of PD Module	Ensures structured and validated character-building intervention	Evidence-based PD; Module Usability	Professional Practice & Quality

## Background Of the Research Included in the Review

Figure 2 depicts the location for the research on model professional development of preschool teachers style among educators at educational institutes to highlight the context of the research.



## DISCUSSION

The findings of this study reveal that character development among preschool teachers remains underemphasized in existing professional development modules. Most previous studies have focused more on pedagogical aspects, digital competency development, and socio-emotional skills (Wu et al., 2025; Gunawan et al., 2024; Zins & Elias, 2024). Although these aspects are important, they do not directly aim at developing teachers' character in a holistic and systematic manner. Therefore, there is a pressing need for specialized, contextual, and values-based modules to empower preschool teachers as key agents in instilling values within early childhood education.

This study significantly contributes to the field through the development of the e-AISHI Interactive Professional Quality Module, which is based on the Design and Development Research (DDR) framework and supported by rigorous scientific methods including the Fuzzy Delphi Method (FDM), Cohen's Kappa, and the Nominal Group Technique (NGT). This approach not only addresses local needs but also adheres to the principles of structured and scientifically assessable professional module design.

The literature mapping across seven countries showed that the theme of character development and professional identity consistently appeared in studies that emphasized self-reflection, emotional competence, and authentic teaching engagement—particularly in the United States, Turkey, and Ethiopia. Meanwhile, the values and ethical foundations of the profession were more prominent in studies from South Africa, Ukraine/Sweden, and Indonesia, which stressed the importance of humanistic care, inclusivity, and ethical use of technology. In Malaysia, the emphasis was placed on the module's usability, validity, and reliability, reinforcing the necessity for structured and evidence-based approaches as applied in this study.

These findings further strengthen the justification for the development of modules like e-AISHI, especially to fill the existing gap in professional teacher training, which has long lacked explicit emphasis on character formation. This module was not only designed based on actual teacher needs through needs analysis, but was also validated by experts and evaluated by end users, ensuring that it is not merely theoretical but also practical and widely applicable in real contexts.

Moreover, the findings show that teachers are more inclined to adopt professional development modules that are contextual, user-friendly, and impactful on actual classroom practices. This aligns with the usability evaluation of the e-AISHI module, which demonstrated a very high level of acceptance among preschool teachers.

Additionally, the study supports the core values of e-AISHI Interactive Professional Quality Module, such as preschool teacher professional development, trust, psychological competence and positive leader-member relationships. These attributes are embedded within the e-AISHI module's approach, which emphasizes empathy, responsibility and self-awareness among teachers—key elements in shaping professional character.

Overall, this study offers significant implications for policymakers, teacher training coordinators, teacher education institutions and the academic community. The e-AISHI Interactive Professional Quality Module can serve not only as a reference for developing new teacher training curricula but also as a supplemental intervention to enhance the professionalism and character of existing educators. The contribution of this study also aligns with Sustainable Development Goal 4 (SDG 4): Quality Education, by reinforcing ethical, integrative and holistic teacher capacity building to ensure inclusive and high-quality early childhood education.

The mapping of previous studies based on the position of servant leadership and the main theme is illustrated in Table 2.

Table 2. Shows how educators in educational institutes perceive preschool teachers professional development as a concept

	Independent	Mediating	Dependent
<b>Process</b>	Wu et al. (2025) – Online PD and Teacher Beliefs Gunawan et al. (2024) – Online PD Resources Hasibuan et al. (2024) – Media Literacy	Sarisöy & Erişen (2025) – SEL Competence and Reflective Practice	Van der Westhuizen & Hannaway (2024) – Authentic Caring & Contextual PD



<b>Outcome</b>	-	-	Dennis et al. (2024) – Coaching & Implementation Abate & Mamo (2024) – Reflective Practicum
<b>Enabler</b>	-	e-AISHI (Current Study) – Contextual, Validated, Structured PD Based on FDM, Kappa, NGT	e-AISHI (Current Study) – Impact on Character Identity, SEL, Ethics, Classroom Leadership

## LIMITATION AND RECOMMENDATIONS

The focal point of this study's limitations lies in the exclusive concentration on sourcing materials from the WoS, Scopus and ERIC databases. This deliberate emphasis provokes a broader discourse within academia, inviting contemplation on the necessity of integrating supplementary databases to encompass a more expansive panorama of the impact of the module of profesional development among the preschool teacher’s research.

### Implications

This research delved into the intricate tapestry of modul professional development, unravelling sub-themes and overarching concepts that presently define leaders' roles.

Table 3. Shows how the literature supports the implication of e-AISHI Interactive Professional Quality Module to preschool teacher in professional development.

No.	Key Finding	Support from Review	Implication
1	Limited focus on character building in existing PD modules	Most studies emphasize pedagogy, SEL or digital skills; few target character holistically	Justifies the development of a dedicated character-focused module like e-AISHI Interactive Professional Quality Module
2	Need for context-based and validated training tools	Studies from Ethiopia, Malaysia and South Africa highlight contextual and cultural adaptation	e-AISHI Interactive Professional Quality Module incorporates local needs via DDR, FDM, and NGT methods
3	Effective PD requires structured design and expert validation	Articles used Delphi methods, Kappa testing or expert panels to refine modules	Validates the use of FDM and Cohen’s Kappa in e-AISHI Interactive Professional Quality Module development
4	Teachers value usability and real-world applicability	Studies indicate higher adoption when content is clear, engaging and practice-oriented	e-AISHI Interactive Professional Quality Module evaluated by teachers using NGT to ensure usability and practicality
5	Ethical and value-based teaching is underrepresented	Humanistic, caring and ethical practices emerge in select studies (e.g., South Africa)	e-AISHI Interactive Professional Quality Module embeds values and ethics as central components

## CONCLUSION

e-AISHI Interactive Professional Quality Module is seen as an essential Professional development style in education, although the material provided is adequate but not comprehensive.

---

## REFERENCE

1. Dennis, L., Eldridge, J., Wade, T., Robbins, A., Larkin, M., & Fundelius, E. (2024). The effects of practice-based coaching and scripted supports on teachers' implementation of shared book reading strategies. *Child Language Teaching and Therapy*, 40(1), 77–95. <https://doi.org/10.1177/02656590241228429>
2. Herut, A. H., & Setlhako, M. A. (2025). Shaping future preschool teachers in Ethiopia: A qualitative evaluation of pedagogical competence development mechanisms. *Social Sciences & Humanities Open*, 11, 101218. <https://doi.org/10.1016/j.ssaho.2024.101218>
3. Hasibuan, S., Humaizi, Lubis, L. A., & Pohan, S. (2024). Promoting media literacy among early childhood education: A case study in Deli Serdang Regency, Indonesia. *Revista de Gestão Social e Ambiental*, 18(5), 1–11. <https://doi.org/10.24857/rgsa.v18n5-136>
4. Korkmaz, Ö. (2025). Designing, implementing, and evaluating the social emotional learning professional development program. *Participatory Educational Research*, 12(1), 36–54. <https://doi.org/10.17275/per.25.1.12.1>
5. Wu, X. E., & Bautista, A. (2025). Teacher's perceptions of usefulness of online PD resources. *Journal of Childhood, Education & Society*, 6(1), 135–149. <https://doi.org/10.37291/2717638X.202561517>
6. Gunawan, H., MZ, M. Z., & Elmi, F. (2024). Impact of online professional development on preschool teacher competencies. *International Journal of Early Childhood Education and Care*, 13(1), 1–14.
7. De Witt, M. W., Lessing, A., & Mampane, R. (2024). Authentic caring in online professional development for early childhood teachers in South Africa. *South African Journal of Childhood Education*, 14(1), a1213. <https://doi.org/10.4102/sajce.v14i1.1213>