

Impact of Professional Development on Teaching Skills: Evidence from Public Accounting Programs in Colombia

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Abstract

This exploratory descriptive study aimed to analyze the impact of professional development (PD) on teaching practice and learning outcomes in public accounting programs in Colombia. Based on a structured survey, 38 teacher responses were collected between May and July 2025. The instrument assessed perceptions of the impact of DP on various pedagogical dimensions and their impact on student teaching and learning. The findings reveal that DP has contributed to strengthening key competencies, including disciplinary knowledge, professional communication, course design and development, and investigative skills. The results also show that all respondents recognize a positive impact on their teaching practice derived from PD activities. Similarly, key aspects such as subject knowledge, teaching skills, assessment and feedback, classroom management, and integration of technologies presented high levels of perceived improvement. Concerning learning, the majority of teachers stated that the CPD had a positive influence on both their teaching and their students' learning. These results support the hypothesis that DP can lead to significant improvements in educational quality. It is concluded that the DP implemented for teachers of accounting programs in Colombia meets the criteria of effectiveness, as it impacts both teacher improvement and the learning environment. It is recommended to strengthen dimensions such as inclusion and attention to diversity, as only half of the teachers perceived a high or very high impact as a result of the DP received. This document is the result of the project INV-DIS-4138, financed by the Research Vice-Rector of the Universidad Militar Nueva Granada—validity 2025.

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